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ABSTRACT

This document contains five quarterly issues of The News, published Summer 1999 through Summer 2000 by the Community College League of California. The following items are contained in this document: "Grant Writing Success Depends on Resources, Information and Staff," "College Theaters Perform Balancing Act with Community, Instruction, Budgets," "Quality Improvement Advocates Praise Business-Related Evaluation Tool," "Studies Examine Economic Benefit of Community College Education," "Small Colleges Provide Needed Programs," "Faculty Diversity Goals Continue To Challenge College Leaders," "Bond Elections Mean Ecstasy, Agony for College Districts," "Incumbent Trustees Easily Dominate Election Returns in November Voting," "72nd District Gets Overwhelming Support from Local Voters," "1999 Trustee Election Results Table," "Curriculum Changes Triggered by Changing Student Needs, Social Trends," "How El Camino's Curriculum Has Changed Over the Past 30 Years," "Efforts To Cut Textbook Prices Mount as Prices Continue To Climb," "A Day in the Life of a California Community College," "Of Interest on the Web," "Sky-High Housing Prices Begin To Concern College Leaders: Is Living Near Work an Impossible Dream for Some Staff?" and "Educational Centers Play Critical Role in Bringing Programs, Services to Underserved Portions of Many Districts." Each issue contains "On Campus in the News" and "People in the News" sections. (VWC)

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The News, Summer 1999-Summer 2000

Trische Robertson, Editor

Community College League of California

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The NEWS

Summer 1999

A quarterly publication of the Community College League of California

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Grant Writing Success Depends on Resources, Information, Staff

The multimedia Learning Skills Center at **Hartnell College** was made possible by a Title III grant from the U.S. government. Hartnell has used a David and Lucille Packard Foundation grant to strengthen its basic skills

program in reading, writing, English as a Second Language, math and humanities. And a grant from the state Chancellor's Office is helping Hartnell implement its Teachers of Tomorrow program, a comprehensive teacher preparation program for students from migrant backgrounds.

Hartnell, like many California community colleges, is actively seeking - and getting - grants from government, foundations and corporations. But, like most colleges, Hartnell has also found most of its success in the grant writing arena comes by way of the Chancellor's Office or the federal government. Very little money is coming from corporations or foundations. Hartnell, in fact, reports that in 1997-98, it received over $500,000 from government sources and less than $50,000 from foundations and corporations.

According to a statewide survey of community colleges, most colleges and districts report moderate to high success obtaining grant funding from government sources but little success securing grants from foundations and corporations. The survey, conducted by the Community College League in December and January, suggests a number of reasons for this disparity:

- Not enough staff to write grants
- Staff too busy with other priorities
- Not enough information about grants
- Partnerships required by grants difficult to secure

The survey, to which 89 percent of the 106 campuses and all 21 of the multi-college district offices responded, found that 30 districts obtained from $100,000 to $500,000 from government sources in 1997-98, 22 received $500,000 to $1 million and 31 obtained over $1 million. However, only 13 of these same districts received $100,000 to $500,000 from foundations and corporations, only six up to $1 million and a modest four obtained over $1 million.

Laurie Kristinat, grants coordinator at **Cerritos College**, says one of the reasons for the disparity is the fact that state and federal governments "have the resources to put out complete information about their grants on a regular basis. Private corporations and foundations don't seem to communicate regularly with the colleges."

Kay Bruce, dean of instructional development at **Cypress College**, speaks for many administrators responsible for grant writing when she says, "I have five other responsibilities on the job and just run out of time. Government grants tend to be more focused on issues we deal with and are easier to locate and apply for. Foundation grants, on the other hand, require a lot of effort to identify and then a lot of time to write in a way that meets their objectives."

The statewide grant survey was conducted as part of an eight-month study by the League's Ad Hoc Task Force on Grants and Development on how the colleges could work together to improve their grant writing efforts. Some of the highlights of the survey include:

Grant Writing Resources: Most colleges have few, if any, staff members who have grant writing and/or coordination of grants as a major part of their assigned duties. Twenty-eight percent of the colleges reported having no grant writing staff and 63 percent only one or two persons. At Hartnell, a college of less than 8,000, consultants are hired to seek grants identified by the college leadership.

Says Eileen Kraskovskas, dean of vocational education at **MiraCosta College**, "Grants are written on top of everyone's job, often requiring weekend work. Often times you have to find someone on campus who has a need, get their buy-in, and then have them help with the writing. It takes a lot of time and effort." A dean of instruction at a large multi-college district wrote, "While the district is very interested in receiving grants, it isn't allocating sufficient resources to accomplish the task."

Those that have allocated resources have received a great deal in return. **West Valley-Mission CCD** reports a grants staff of four persons and, in 1997-98, receiving nearly $10 million in grant and gift income. According to

Fred Prochaska, dean of sponsored research and grants, the total includes $2.4 million from the federal government, $5.5 from state sources and $2.1 million from the private sector. "All the projects involved a team effort. Large numbers of faculty, staff, administrators and community members provided assistance." **Santa Barbara City College** also did well, obtaining $4.4 million, including corporate grants from Oracle, GTE and Microsoft.

Limitations and obstacles: A lack of information, particularly about foundation and corporate grants, was often cited in the survey as an obstacle to successful grant funding. More than half the colleges reported having little or no information about the private sector.

Staff and administrators responsible for obtaining grants also expressed frustration with the lack of faculty participation in the process. Wrote one Orange County college grants coordinator, "Getting faculty involved in very difficult. They have little incentive to participate in or direct special projects."

Linda Prentiss, the director of development at **Porterville College**, reports her college was able to get it's first National Science Foundation grant because of the work of a physics instructor. "Without his help and expertise, we would not have been successful. If more faculty were involved, we could get more money in more areas."

Funding priorities: Teaching strategies to improve classroom learning, instructional equipment and student support services were identified by the colleges as their top priorities for grant funds. The multi-college district offices identified economic development, computers and teaching strategies as their top three priorities.

Grant Writing Support: When asked what types of services could help them be more successful in obtaining grants, three-quarters or more of the respondents identified the following:

- Regular information about available grants
- Boiler plate information on California and its community colleges
- Technical assistance in proposal writing
- Assistance in forming partnerships with other organizations to apply for grants
- Grant writing training for staff
- Assistance in forming coalitions with other colleges

Kristinat at Cerritos says assistance in forming partnership with community organizations would benefit many colleges. "Grant sponsors believe a lot of the need is community-driven rather than college-driven. They are expecting to see cooperation between institutions working together toward a goal rather than all reinventing the wheel."

The League's ad hoc task force used the survey to develop a list of nine specific activities it recommends the League implement to assist colleges with grant writing. The recommendations include:

1. Collect and disseminate information about government, corporate and foundation grants
2. Serve as an advocate for the colleges with grant sponsors
3. Seek seed money and matching funds from the Chancellor's Office to assist colleges in resource development
4. Develop a list of consultants to assist colleges
5. Work with the Chancellor's Office to improve its grant processes
6. Develop boiler plate information on California and its community colleges
7. Educate colleges concerning the importance of resource development to students and their communities
8. Provide linkages among colleges interested in forming coalitions
9. Provide assistance on how to form partnerships with public institutions, private agencies and business

The list has been approved by the League's trustee and CEO boards and steps are now being taken by League staff to begin implementation.

Says Jacke Hall Green, dean of economic development and community education at **College of the Desert**, "Community colleges want to be sure we are giving our students cutting-edge types of learning experiences. Successful grant writing allows us the flexibility of integrating innovation into the mainline curriculum."

See the full Grant Survey Report—including response data.
This article was written by Ray Giles, the League's Director of Special Services.

College Theatres Perform Balancing Act with Community, Instruction, Budgets

What's your favorite type of live show or theatre performance? Broadway musicals? Dance? Jazz? Opera? Christmas music?

If you live in the Torrance area, it's a good bet **El Camino College's** Center for the Arts will offer shows during the coming year that will more than satisfy many of your artistic tastes. The Center for the Arts and its three theatres play host to more than 100 live performances a year, including professional productions from Europe, New York and South America as well as student-produced dramas, symphonic band concerts, and dance ensembles.

The center attracted 50,000 students and residents to its theatres last year, according to Executive Director Tim Van Leer. The challenge, he says, is to continue to attract ticket-buying customers (and balance his $1 million-plus budget) while serving the needs of the campus community and the larger external community.

El Camino's 2,000 seat Marsee Auditorium is one of the largest community college theatres in the state. Most community colleges, however, have much smaller theatres, generally in the 300- to 900-seat range. Most also don't have the budget, staff, resources or audience demand to support the expansive "global/local" programming offered by El Camino.

"It's very expensive and there is never enough money," says Frank Zwolinski, artistic director of **Santa Rosa Junior College's** summer repertory theatre. Successful theatre operations, Zwolinski adds, require a dedicated staff—"six a.m. to 10 p.m. days"—and a college able to commit instructional funds to a theatre program.

Typically, colleges with comprehensive theatre and performing arts programs pay the cost of the facility upkeep and staffing but require that artist and marketing costs be covered by ticket sales or donations from arts supporters. This combination of demands—financial support, audience support, staffing and a theatre big enough to generate revenue—limits the number of colleges offering theatre programming that serve both student and community needs. As one CEO at a small college in a small community said, "There just isn't a big demand and the building formulas don't qualify us for this kind of facility."

Colleges with no theatre facilities go off-campus for large gatherings while those with small theatres use them primarily for campus events and classroom-related activities. At **Diablo Valley College**, for example, the 380-seat theatre is big enough for campus activities but not big enough for outside performing groups to make a profit without tying up the facility for several days.

On the other hand, **Orange Coast College** uses its 916-seat theatre year-round, bringing to campus international and national artists, prominent speakers, and community performing groups. The theatre hosted 74 productions this past year, attracting 66,000 paying customers and covering the substantial cost of paying artists, hiring a technical crew and box office staff and marketing its shows. Student shows are featured in the college's 175-seat drama lab or its 60-seat drama studio.

The 1,400-seat Performing Arts Center at **Citrus College** hosts 150 to 170 events annually, attracting 130,000. The theatre was built nearly 30 years ago as a joint project of five local communities. Citrus, which operates the center, is particularly proud of its children's theatre, which offers many local school-age youngsters their first taste of live theatre.

According to Greg Hinrichsen, the college's director of performing arts, the challenge is to find "the right balance between paying our bills and serving our community. It would be easy to bring in only big-name performers but we have made a conscious choice to serve the college district rather than the LA region. That means a breadth of events that are not always easy to sell. We try real hard to stay mission-oriented even though we have fiscal realities to deal with."

Allan Hancock College's Pacific Conservatory of the Performing Arts (PCPA) is celebrating its 35th anniversary this summer as the first professional training program for actors and technicians at an American community college. PCPA, which uses both its 500- and 150-seat theatres on campus, is considered by many to be one of the state's premiere regional theatres. Supported by a combination of instructional funds, ticket revenues and donations, its productions attract theatre-goers from around the state.

Saddleback College's 400-seat theatre and 75-seat studio lab are used nearly every week of the year for professional productions and student shows, reports Geofrey English, director of performing arts. "We're one of the only performance theatres in south Orange County," he explains. This summer the large theatre will feature civic light opera programming, including "La Cage aux Folles" and a Monday night concert series featuring vocalists from around the country.

Even with sold-out audiences, ticket prices don't cover costs, reports English. To achieve that goal, the program receives support from its "Angels," a volunteer fundraising group of 500 that donates from $50 to $5,000 each.

Santa Rosa JC's summer repertory theatre is celebrating its 28th year with five shows—two performed daily on a rotating schedule throughout the summer—at the college's 650-seat theatre and at a local high school theatre. Founding artistic director Zwolinski expects to attract 30,000 ticket-buyers. The program auditions and interviews students at 25 locations throughout the state for cast and technical roles and boasts 30 professional directors, choreographers and stage managers. The district pays staff and production costs while the ticket revenues support student scholarships.

The cost of maintaining and renovating community college theatres can be tremendous, as East Los Angeles College discovered with its nearly 50-year old, 2,000 seat auditorium. A $200,000 donation from Southern California Edison is making refurbishing possible and that, in turn, will allow the college to use the theatre as a regional performing arts center, initially for productions geared to school-age children. Right now the theatre hosts high school and college department graduations, community events and college productions. If the college can find more parking for patrons, it would like eventually to offer a regular schedule of evening productions.

De Anza College's Flynt Center is the largest theatre on a California community college campus with 2,500 seats and an operating budget of $1.8 million. Four years ago the district turned the management of the theatre over to a private company, Domus Aurea. Its president, Paula Davis, books all shows, hires all staff and develops long-range plans for the facility. Her company is paid a flat monthly fee plus an additional fee if the center meets is financial goals at the end of the year. According to Davis, in the four years her firm has managed the center its finances have been in the black with money left over for renovations.

The theatre offers 130-140 professional dates a year, including the San Francisco Symphony, "Riverdance" and the San Jose Symphony. They have also found a growing revenue source in renting the facility out for company shareholder meetings. (De Anza is located in the Silicon Valley.) The two colleges in the district, De Anza and Foothill, use the center 20 days a year for instruction and staff meetings.

Theatre managers at community colleges work hard to balance the interest of community members in seeing professional shows with the needs of the campus community for meeting space and instructional opportunities. The performing arts programs offered by campus theatres benefit the colleges, says Geofrey English at Saddleback, by "bringing people on campus who would otherwise never set foot here. They learn to feel comfortable on campus. They begin to take classes. As a result, it helps with our enrollment. And, remember, our goal is not just to entertain the community, but to educate."

This article was written by Ray Giles, the League's Director of Special Services.

Quality Improvement Advocates Praise Business-related Evaluation Tool

Bill Feddersen, the president of **Mt. San Antonio College**, believes community colleges could do a better job of educating students and, furthermore, he thinks he's found the answer: Systems thinking.

Last year, Mt. SAC became the first community college in the United States to conduct an accreditation self-study integrating traditional accreditation standards with the quality criteria of the Malcolm Baldrige National Quality Award for Educational Excellence. Mt. SAC is part of a national organization that may help forge a national consensus toward using Baldrige criteria to revamp accreditation standards for all higher education institutions.

In education, says Feddersen, attention tends to focus on resources, activities and organization with accreditation being a kind of "good housekeeping seal of approval." Baldrige, on the other hand, focuses on data, outomes and on-going quality improvement.

And that's where system thinking helps. According to Feddersen, "The systems approach to improvement or problem-solving is to look at, understand, diagnose and change the system. It's a way to analyze all sub-systems and processes whose interrelationships are very complicated and to formulate comprehensive plans to improve the entire system."

The Baldrige education criteria, which are based on the criteria used by the prestigious Baldrige National Quality Award conferred each year on America's most outstanding businesses, includes evaluation of college leadership, strategic planning, student and stakeholder focus, information and analysis, faculty and staff focus, educational and support process management, and, most important, college performance results.

The application of the Baldrige framework "modifies" the traditional accreditation approach by using a systems approach to link quality and outcomes. Mt. SAC used the integration of Baldrige and accreditation to emphasize data-driven decisions focusing on outcomes and results, improvement of campus processes, and alignment of all quality improvement efforts on campus.

Using the Baldrige criteria as part of its accreditation self-study, explains Feddersen, "helped Mt. SAC to think about things like how to connect what we do with our desired results. Many things community colleges do are not connected. Baldrige forces you to make the connection between what you do and what you want to achieve. This non-traditional approach to conducting a self-study can be most useful to any college interested in strengthening its commitment to measuring performance indicators and improving results." And, adds Feddersen, if all community colleges used the same key performance indicators, this would, in turn, foster the sharing of best practices and continuous improvement.

Sharing and continuous improvement are both close to Feddersen's heart and a driving force behind the Continuous Quality Improvement Network for Community and Technical Colleges (CQIN). Mt. SAC, Cuesta, El Camino and the Contra Costa County community colleges are CQIN's California members.

Mt. SAC joined CQIN (pronounced see-quin) soon after CQIN's formation in 1991, when El Camino's president at the time, Sam Schauerman, recruited a small band of CEOs interested in total quality management (TQM) principles. From its very beginning, the organization has brought CEOs, administrators and faculty together to share ideas on organizational transformation.

Burt Peachy, a former administrator at **El Camino**, serves as its staff administrator. "TQM principles never picked up support from faculty so, in about 1995, CQIN changed its focus to Baldrige." For the past several summers, CQIN-organized institutes have made visits to companies that have won the Baldrige National Quality Award. Mt. SAC, for example, has developed a five-star customer service training program for

classified employees based on its visit to the Ritz-Carlton Corporation.

Baldrige appeals to colleges supportive of TQI because of its bottom-line emphasis on outcomes. "With Baldrige," says Peachy, "a college has to show how planning aligns with goals, how systems interrelate, how they impact goals, your targets for improvement, and how you're going about accomplishing those improvements. This evaluation and assessment process requires colleges to be able to track student needs and identify key trends with data.

"And finally, Baldrige requires you to prove you're doing what you say you're doing. Show us the money, so to speak. The added value of the process is that as you do this, you learn more about your institution and what you need to do to make it better."

One of the downsides of the Baldrige criteria, admits Peachy, is that it requires a level of organizational "rigor" that most institutions don't have.

CQIN's interest in Baldrige has led to a nation-wide push among some of it members to make accreditation more responsive to quality improvement. Four other non-California CQIN members are expected to follow Mt. SAC's lead and conduct a self-study using Baldrige. "I'm convinced," Peachy says, "that more and more institutions will see the value of Baldrige and request it be used as an alternative to accreditation."

Last year, CQIN hosted a national meeting in Contra Costa County at which alternative accreditation models were discussed by member colleges and accrediting commission representatives such as Stephen Spangehl of the North Central Association of Colleges and Schools (the nation's largest accrediting commission) and Judith Watkins of the Accrediting Commission for Community and Junior Colleges here in California.

Feddersen, who attended the meeting, says traditional accreditation is a "quality assurance process whereas Baldrige is all about quality improvement. We in the community colleges have so much clutter and bureaucracy to deal with and as a result we are stuck in our paradigm. The whole idea of quality improvement is you have to design it into the system. We spend too much time meeting state requirements and not enough time designing curriculum for student success."

The North Central Association, reports Associate Director Spangehl, is about to launch a three-year project funded by the Pew Charitable Trusts to develop a new accreditation model based on Baldrige. "Our goals," reports Spangehl, "include involving the academic side of a college more directly in all academic improvement processes and providing institutions with concrete feedback and practical support they can use to reach higher levels of performance and effectiveness in educating their students. We want to shift accreditation away from management and governance to student learning."

According to an NCA press release announcing the three-year project: "Unlike the traditional approach to re-accreditation, where an institution simply demonstrates it meets or exceeds established standards, (this project) will nurture partnerships between NCA and institutions that set and achieve 'stretch' goals for themselves and their students. NCA plans to design (the project) so that participating institutions will find it so rewarding that they are willing to opt for it - even though it will require higher levels of institutional effort and involvement - over the traditional approach."

Asked his views on the traditional approach, Spangehl said, "We know it's valuable. But it tends to be most effective with weak institutions. It's not as effective for the better institutions because they are already pretty good. Accreditation hasn't focused on making everybody better as much as it does making sure everybody meets the bottom line."

ACCJC's Watkins says accreditation has always had the "dual role" of quality assurance and institutional improvement. "Both of these roles are built into the accreditation process. Accreditation reports include a series of substantive recommendations for improvement. Many times these include recommendations that focus on

institutional improvement issues. However, the report also includes a statement on the status of accreditation. And that's the quality assurance part. The dual outcomes complement each other. If the institution enters into the self-study process to improve, they will get a positive outcome. Ultimately, improvement has to come from within the institution."

The California accrediting commission learned a great deal from the Mt. SAC self-study, she says, including the fact that Baldrige is a complex process that requires a college well-trained in its principles and a visiting team that is likewise up-to-speed on Baldrige principles.

The Mt. SAC experience "has given us some understanding and insight into new approaches." As a result, ACCJC's new Futures Committee will consider Baldrige as it reviews revising accreditation standards for the commission's 2002 handbook. The committee, says Watkins, will "identify attributes that would be beneficial to fulfilling our quality assurance and institutional improvement responsibilities."

One member of CQIN that will not use Baldrige in its next accreditation self-study is **Cuesta**, a two-time winner of the prestigious California Council for Quality & Service (CCQS) "Best-in-Class" Quality Award. Susan Cotler, vice president of instruction, sees several problems with the way Mt SAC's experience went.

For one, she's surprised Mt. SAC was able to integrate accreditation standards with Baldrige criteria. Says Cotler, a former El Camino administrator, "The two sets of criteria are vastly different." Accreditation looks at what is, while Baldrige looks at results and outcomes. "The last Baldrige criterion, college performance results, equals nearly half the evaluation points in a Baldrige model," says Cotler. "How can that jive with accreditation standards?"

Cotler and president Grace Mitchell are both active participants in CQIN. "It's the only group I've found that thinks and looks outside the education perspective. This summer we're going to visit the Saturn Corporation, another Baldrige national winner. We think there are things we can learn from them that we can use here at San Luis Obispo."

Winning the "Best-in-Class" award from the CCQS was great, says Cotler, but the real benefit for the college came in the evaluation process leading up to the college's first award in 1996. The CCQS award is based on Baldrige criteria and during the evaluation process it was pointed out that Cuesta didn't have any student outcome results and wasn't using data to improve its transfer and retention rates. "That same year we received a very good review from the accreditation commission. Baldrige looked at us at the same time and found real problems for us to address."

After CCQS awarded Cuesta the award a second time this Spring, it was so impressed it urged the college to apply for the national Baldrige award. Cotler last month completed the paperwork.

But CCQS also suggested additional areas for improvement at Cuesta, including more comparison/benchmarking data, more direct relationships between work group improvements and action plans and more frequent program reviews because of rapidly changing environments.

Cotler, like Peachy, believes most colleges are not prepared to deal with the complexity of a Baldrige evaluation. "There isn't at most colleges a systematic approach to addressing these issues. At most colleges, evaluation and data collection is a random approach. We all talk about quality improvement globally but very few colleges are developing specific action plans and changes that will address these difficult issues."

This article was written by Ray Giles, the League's Director of Special Services.

On Campus in the NEWS

Just Your Typical Community College Student

Community colleges have so many students whose stories are similar to the one you're about to read.

Since 1985 Scott Yoder has worked nights as a janitor for the Employment Development Department in Oceanside. It's been good, steady work and he met his wife at the office. But after their children started school, Yoder began to ask himself if he really wanted to retire as a janitor.

The answer was no. So, he signed up for classes at **MiraCosta**. With only a high school diploma, Yoder tested into pre-calculus. He enrolled in that course and Counseling 100, a career/life planning class that helped him evaluate his skills and interests.

That was four years ago, and Yoder has taken day classes every semester since, continuing his janitorial work at night. He is a computer science major, has completed 75 credits and with the exception of a B in linear algebra, has earned straight A's. In the fall, he will continue his studies at UCSD.

"I wouldn't trade the experience for anything, even if I couldn't go any further," says Yoder. "The learning, the life experience I've gotten from it has been incredible. I've gained so much confidence, I feel like I can do anything I want."

Not sure where his education is going to take him, Yoder figures he'll learn about career opportunities along the way. "If others are like me," he said, "one class at MiraCosta would suck them right in. The hardest thing to do is to fill out that free application."

It Is A Small World, and Getting Smaller

With the Kosovo crisis to remind us that everyone is a member of the global village, a group of faculty at **West Valley** and **Mission** colleges has created a multi-faceted Global Education Program designed to make students aware that they're in a global economy.

"Students have to understand how decisions are made in different parts of the world and how those decisions effect other people. There is an inescapable interconnectedness of countries and people now," said Joan Powers, an English as a second language instructor at Mission and one of the program's founders.

Four students learned more about the ties and tensions between the US and Mexico when they visited the California border area. The students learned first-hand about the issues associated with immigration and the working conditions of Mexican citizens. "Our goal," says Ken Colson, WVC anthropology instructor, "is to create citizens of the world who understand other cultures and are able to put their knowledge into action."

Both colleges are located in the heart of Silicon Valley and technology opportunities have drawn residents from a multitude of national origins. The Global Education Program started with Title 6 Undergraduate International and Foreign Languages Grant funding and a grant from the Chancellor's Office. It has grown into an associate of arts degree and certificate in global Studies with four classes that examine the political, economic, social, cultural, environmental, and technical aspects of the world. The program strives to increase the awareness and understanding of all the people in the community by offering students academic and non-academic options and activities.

Teacher Named Mastercam Instructor of the Year

After 29 years as a College of the Redwoods manufacturing instructor, Larry Doyle struggles to learn new technology as much as his students do. "I tell all the students each semester that we learn this together," Doyle said. "Each year we have new software to learn. I don't consider myself an expert in anything."

He may not see himself as an expert, but those in the industry consider Doyle one of the finest manufacturing teachers in the country. Doyle's dedication to teaching the latest manufacturing industry computer software recently earned him the 1997-1998 Mastercam Instructor of the Year for post-secondary teachers across the United States. Doyle said Mastercam is the world leader in computer-assisted manufacturing systems.

"The more I think about it, it's quite an honor," Doyle said during an interview in his manufacturing classroom while surrounded by computers-assisted and manual machine-tool systems. "It makes me feel like I'm doing something right."

A Mastercam educational customer newsletter said Doyle and his fellow CR instructors "have gone to extraordinary efforts to promote careers in computer-assisted design, computer-assisted manufacturing and computer numerical controlled systems and manufacturing. Larry doesn't wait for high schools to develop manufacturing programs—he does it for them. Larry has repaired old CNC machines and placed them in local high schools."

Doyle, a 59-year-old Carlotta resident, said he fields calls from manufacturers across the country looking for students to work for them. "One-hundred percent of our students who are willing to relocate get jobs," Doyle said. "In fact, I receive 10 times the calls as I have students to place."

A strong advocate of occupational and vocational education in high schools and community colleges, Doyle also recently served on a state task force on industrial and technological education that was convened by State Superintendent for Public Education Delain Eastin.

Did You Know?

If we could shrink the earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look something like the following. There would be:

57 Asians	89 would be heterosexual
21 Europeans	11 would be homosexual
14 from the Western Hemisphere, both north and south	6 people would possess 59% of the entire world's wealth and all 6 would be from the United States
8 Africans	80 would live in substandard housing
52 would be female	70 would be unable to read
48 would be male	50 would suffer from malnutrition
70 would be non-white	1 would be near death; 1 would be near birth
30 would be white	1 (yes, only 1) would have a college education
70 would be non-Christian	1 would own a computer
30 would be Christian	

People in the News

Awards

Bill Feddersen, superintendent/president of Mt San Antonio CCD and **Brice Harris**, chancellor of the Los Rios CCD were honored by Phi Theta Kappa with the *Shirley B. Gordon Award of Distinction.* The award recognizes those CEOs who have provided "extensive support and a variety of resources for their colleges' PTK chapters, including faculty advisor release time, a line-item budget for the chpater, financial support for chapters to participate in regional and international events, and scholarships for PTK members."

Donald Donato, superintendent/president of Feather River CCD, received the *Michael Bennett Lifetime Achievement Award* for "exemplary services rendered to PTK during the course of his academic career."

Pam Fisher, Yosemite CCD chancellor for the past seven years, won the *1999 Pacific Region Chief Executive Officer Award* from ACCT. The award, presented at the Pacific Region Conference in June, recognizes and honors CEO leadership qualities, contributions to college and community, and commitment to the community college mission. Regional winners advance to consideration for the association awards, which are presented at the ACCT Annual Convention in October.

CCPRO Awards

CCPRO hands out awards at its annual conference in April to the best among the California community colleges. Congratulations to all. For a complete list of this year's winners, visit the CCPRO Web site. Listed below are the **1999 First Place Winners** in the various categories:

Annual Report: Compton	Photography: San Jose/Evergreen
Brochure I: Bakersfield	Poster: Foothill
Brochure II: Evergreen Valley	Print Ad: Mt. San Antonio College
Catalog: Mt. San Antonio	Promo Campaign: Orange Coast
Class Schedule: Citrus	Radio PSA: West Hills
External Newsletter: Peralta	Sports Media Guide: North Orange
Feature Story: Orange Coast	Sports News Release: Redwoods
Internal Newsletter: Contra Costa	TV PSA: North Orange
Low Budget Wonder: Southwestern	Viewbook: American River
Media Success: Canada	Web Page: Southwestern
News Release: Santa Monica	

Appointments

Helen (Spencer) Carr, has been named president of Contra Costa College. Carr has served as interim president since January 1998 and has served in a variety of administrative positions at the district level prior to her appointment. Carr came to Contra Costa from Cedar Valley College in Dallas where she was division chair of communications and humanities. She also taught composition and literature at Los Medanos and educational foundations at Chapman College. Carr has spoken widely on education issues, including retention and remedial programs and academic advisement. Carr received a BS in English and Spanish from Bishop College, graduating *magna cum laude*, as well as a MEd in supervision and reading, and a PhD in English from Texas Woman's University.

The Feather River CCD board has selected **Susan Carroll** as its new superintendent/president effective August 16. Carroll, who has served president of Everett Community College in Washington since 1992, is a native of Northern California. She is a graduate of Shasta College in Redding, and earned her baccalaureate degree in psychology *cum laude* from CSU Chico. The renowned Community College Leadership Program awarded her doctorate in higher education administration at the University of Texas at Austin. She has served as an instructor, and in progressive administrative capacities as a director of adult basic education, dean of instruction, vice president of instruction and vice president of planning and development. Carroll has taken leave for the last six months of her contract at Everett in order to re-acquaint herself with California regulatory issues, complete some important projects and assist her current Board with a transition to new leadership.

Kathleen Crabill has been selected as the superintendent/president of the Redwoods district. The first woman president in the school's 34-year history, Crabill comes to the district from serving as interim president of Gateway Community-Technical College in New Haven, Connecticut. Crabill, who likes to be known as Casey, earned a doctorate in curriculum and instruction and a master's degree in the teaching of English as a second language, both from the State University of New York at Albany. She earned her bachelor's degree in English at

Skidmore. CR interim superintendent/president, Al Kurki said of Crabill: "She has a tremendous amount of experience both in programs aimed at students intending to transfer to four-year colleges and universities and in vocational education. She is also very interested in building consensus and in long-range planning."

Marshall "Mark" Drummond, the former president of Eastern Washington University, has been appointed chancellor of the Los Angeles CCD. Drummond comes to the LACCD having served as president of Eastern Washington University, where he restructured the college and developed new sources of funding – increasing the University`s endowment and grants more than 20 fold. forged new partnerships with the business community and as a technology specialist he introduced cutting edge administrative and instructional technology. Commenting on his selection, Elizabeth Garfield, president of the LACCD board commented, "Dr. Drummond has been the president of a four-year university, an administrator in two California community college districts, and the founder and general manager of a private sector software company. In each of these roles, he has demonstrated his leadership ability and a commitment to decentralized decision-making." Drummond will take his post in the middle of June.

Richard J. Giese, vice chancellor of external relations for the State Center district and former president of Reedley College (1989-97) has been named superintendent/president of Mt San Jacinto CCD. With more than 18 years experience in higher education, Giese has a long list of accomplishments to his credit, including coordination of the design and construction of State Center's Madera campus, working closely with state and local government agencies, architects, district personnel, campus faculty staff and students. Giese holds an AS degree from San Diego Community College, master's and bachelor's degrees from University of San Diego, and a doctorate in education from the University of La Verne. He assumed his new position on July 1, 1999.

Judith Redwine has been selected as chancellor of State Center CCD, effective September 15. Redwine is currently the president of Black Hawk College in Moline, Illinois, where she has served since 1994. Prior to that, she served as vice president/chancellor of Indiana Vocational Technical College (now Ivy Tech State College). She also served as Academic Program Officer for the Indiana Commission for Higher Education. She began her career in higher education as a faculty member and administrator with Indiana University South Bend. Redwine earned her PhD and MS degree in educational administration at the University of Notre Dame. She received her BS degree in mathematics at Siena Heights College, Adrian, Michigan.

Marie Rosenwasser, president of Cañada College, has been named superintendent/president of San Luis Obispo CCD. Prior to becoming president of Cañada in 1995, Rosenwasser was vice president for academic affairs at Shoreline Community College in Seattle. She has taught communication and speech classes at community college and university, and been self-employed as a management trainer. Rosenwasser, who becomes only the fourth president in Cuesta's 36-year history, earned her PhD in communication studies at the University of Massachusetts in 1974. She received a master's degree in rhetoric and public address from Purdue and a bachelor's degree in English and speech from St. Cloud State. She will begin her new position August 1.

The West Valley-Mission board has named **Linda Graef Salter** as district chancellor. Since 1986, Salter has been president of Skyline College and prior to that, she was dean of student services at Grossmont College. After receiving a BA in philosophy from Oberlin College, Salter earned a masters degree in mathematics from UC Berkeley and is currently a USC doctoral candidate in higher education. Her many community affiliations include serving on the boards for Golden Gate University and the National Automotive Technicians Education Foundation.
Also named by the board as president of Mission College was **Christopher C. O'Hearn**. He was vice president of instruction at Orange Coast College and prior to that had teaching and administrative experience at LA Harbor College. O'Hearn holds an AA degree from El Camino, his BA and MA from Loyala Marymount University, and is a doctoral student at Capella University.

Darroch "Rocky" Young is the new president of Pierce College. Currently vice president of planning and development at Santa Monica College, he is credited with drafting Santa Monica's master plan and creating the Academy of Entertainment and Technology, partnering with 50 media companies. Young graduated from the

UC Santa Barbara with a BA in psychology and received his MBA from UCLA. In 1998, he received the Leadership Award for Administrative Excellence in California Community Colleges.

Interim Appointments

Three veteran community college executives were named today to serve as interim presidents in the San Mateo district colleges. The one-year appointments will be effective in the next several weeks. **Rosa Perez**, current vice-president at Chabot-Los Positas CCD and former vice chancellor for educational services in the San Francisco district, will take over at Cañada College. **Robert Verzello**, retired assistant chancellor of the San Mateo district, will return to serve as interim president of College of San Mateo. **Frances White**, executive vice chancellor of the San Francisco CCD, will assume the presidency of Skyline College.

Retirements

After 9 years at the helm of the North Orange County CCD, **Tom Harris**, retired effective June 30. Prior to coming to NOCCCD, Harris was superintendent/president for 5 years at Merced CCD and spent 13 years at Long Beach City College beginning in the counseling and instruction arena, then progressing into administration as dean of the Pacific Coast Campus, and finally as vice president of academic affairs.

The NEWS

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Studies Examine Economic Benefits of Community College Education

Does a community college education increase the salary earnings of students after they've left the college campus? The answer, according to recent state and national studies, is yes, under most circumstances.

The most recent study, conducted by three California community college researchers and published earlier this year in *Research in Higher Education*, analyzed the wage records of more than 700,000 California students three years after leaving college. The authors concluded "there is a positive relationship between formal education and earnings. Thus, as students complete more education, they increase the likelihood of experiencing greater gains in their post-college earnings. However, completing a vocational certificate or associate degree

greatly increases students' post-college earnings compared to taking a handful of units."

The California Community College Chancellor's Office annual report on performance measures looked at much of the same data and found that students completing 24 or more units saw their incomes jump 23% three years after leaving college while those receiving a certificate got a 28% boost and associate degree holders received a 66% jump.

Santa Barbara City College Vice President Jack Friedlander, a pioneer in the field of analyzing post-college earnings for California community college students, says associate degree holders earn 22% more each year of their lives than do high school graduates with no college experience.

Recent national studies have reached similar conclusions. Harvard University professor Thomas Kane and Princeton University professor Cecilia Elena Rouse, in an article published this year in the *Journal of Economic Perspectives*, found that each year of study at a community college equates to 5 - 8 percent increase in annual earnings (the same as the estimated value of a year's worth of education at a four-year college) and that "completing an associate's degree appears to be associated with a 15 to 27 percent increase in annual earnings."

In a 1998 report entitled, "Learning and Earning in the Middle: The Economic Benefits of Sub-baccalaureate Education," W. Norton Grubb, professor of higher education at UC Berkeley, wrote "It's relatively clear that these programs provide access to occupations that have not only higher status but more stable employment, higher wage rates, greater prospects for promotion, more access to on-the-job training that in turn leads to higher earnings, and better working conditions."

But the studies, while generally positive, also uncover a job market fact-of-life germane to college leaders and planners. Like the oft remarked question about the economic value of a bachelor's degree in history or philosophy, there are some careers - such as secretarial and child care - for which a community college education provides minimum return. As Grubb writes, "At the sub-baccalaureate level, the field of study matters a great deal. Some programs prepare students for such poorly paid occupations that there is no real (financial) advantage to attending a community college."

There are also cohorts, such as older adults and students who take only a class or two, who benefit financially only marginally from a community college experience. Jorge Sanchez, director of vocational education and institutional research at **Coast CCD**, and co-author of the statewide study published in *Research on Higher Education*, believes college leaders need to look closely at "programs that are loosely structured or offer just one or two courses, which have very little benefit."

While there is a plethora of research on the topic of the economic benefits of bachelor's and master's degrees, it has only been recently that researchers have begun to look into the benefits of a community college degree, despite the fact that nearly 50% of all American postsecondary students enroll in a community college. Academics like Grubb, Kane and Rouse began studying the impact of a community college education nationwide in the 1980s. Santa Barbara CC's Friedlander led the way in California in 1990. And for the past five years the Chancellor's Office has conducted extensive research on "earnings gains of community college exiters" as part of its annual accountability report to the legislature.

The real benefit of the research, says Jorge Sanchez, is "more than accountability." As he and his colleagues, Frankie Santos Laanan and W. Charles Wiseley wrote in their analysis of the statewide statistics, "It is important for higher education administrators, policymakers, and society at large to acknowledge that a community college education positively contributes to an individual's long-term sustainable economic benefit." Both Sanchez and Friedlander also believe the data helps decision-makers analyze curriculum needs by

understanding emerging occupations and employer demands.

Grubb agrees, writing "While community colleges serve many purposes, their occupational purposes are central, and virtually all their students enroll to enhance their employment, either directly or by later transferring to four-year colleges. Therefore, determining their employment effects is crucial to understanding what they can accomplish, for students and employers alike."

The Chancellor's Office statewide data shows that, generally, after three years in the workforce, community college students earn substantially more than they did in their last year in college. Some of the highlights of the statewide findings include:

#1. Women's earnings jumped 13% after three years in the workforce and men's earning's 16%. After three years, men made on average $28,900 versus $22,700 earned by women.

These figures, experts say, are reflective of the fact that men tend to take jobs in better paying fields and the traditional bias in the marketplace for paying men more than women in comparable jobs. However, studies also show that over time education helps women close the pay gap with men. Sanchez, Laanan and Wiseley found in their research of vocational education students that the more commuity college education women got the smaller the disparity. For example, men taking 12-24 units earned $30,100 after three years versus $20,000 for women. However, men and women with associate degrees averaged $32,500 and $29,700 respectively. Wiseley, the information specialist in the Chancellor's Office who manages the earnings data in the annual accountability report, believes women get the "bigger boost from education" because they are leaving lower paying clerical jobs for skilled professions such as nursing.

#2. Three years after leaving college, salaries of whites had increased by 15%, Asians by 16%, Hispanics by 18% and blacks by three percent.

Wiseley says understanding why blacks are so far below the other groups is "hard to answer," especially when so much of the other data is positive. For example, among vocational students only, salaries of blacks jump 13% after three years versus 10% for Hispanics, and 15% for both Asians and whites. Among vocational students with associate degrees, blacks had the highest third-year earnings ($32,700), followed by whites ($31,300). For all students, whites are paid the highest after three years, $27,500, followed by Asians at $26,200, blacks at $22,700 and Hispanics at $20,700.

#3. Students age 18-24 earned on average $11,400 in their last year of school and saw an increase of 59% three years later in their income. Students age 25-34 left school with $25,000 average salaries and received a 14% increase three years later. Students 35 and older were paid $33,000 in their last year of school and had a decline of one percent three years later.

Older students are coming to community colleges already established in careers and making middle-income wages. Some in the statewide study may, says Wiseley, be 60 years or older and working much less three years after leaving college. Two 1997 national studies unrelated to the state findings looked at the earnings impacts for older displaced workers and found that the earnings benefit for a year of community college coursework is two to five percent but much larger (up to 15%) for courses taken in technically-oriented fields. However, despite these gains, the two studies found the average earnings of displaced workers did not return to pre-displacement levels.

#4. Students who complete their education program and receive a certificate or associate degree receive a larger pay increase than students who take fewer classes.

"You'll never go from nowhere to a high paying job with only a few classes," says Coast's Jorge Sanchez. "All the statistics show that completing a structured long-term program returns the greatest long-term benefits." Sanchez is critical of community colleges for being too willing to let students take only a handful of classes.

"We can't be afraid to make them go through a more structured program. But too often we are. We give them exactly what they want even it it's not of greatest benefit. We have to have the confidence to offer programs that challenge students for their own good."

#5. Academically disadvantaged students averaged a 29% increase after three years, disabled students a 40% increase and economically disadvantaged a 68% increase.

Each of these three groups left college making below $16,000 a year and thus their significant increase in salaries after three years still left them far behind the salaries of the general student population. However, because the percentage increase is so high for each group and because community colleges serve more of these students than do the state university systems, the implications of these numbers are significant. Completing a program is critical to these cohorts. Economically disadvantaged students completing a vocational certificate or associate degree receive a 145% increase in salary after three years. Wiseley argues that while it's "hard to measure value-added for those who already had a good job, value added is quite obvious for those who come to the colleges as economically disadvantage and leave with a certificate or associate degree. With this group, the more you learn, the more you earn."

College of Alameda President George Herring speaks from on-the-ground experience when he confirms the findings of these recent reports. "A graduate with an associate of arts degree can get a very good job. Students in our information technology programs are starting at up to $40,000 a year." Even students with only a few classes in the high tech field can find good paying jobs, especially in the booming nearby Silicon Valley.

Bill O'Rafferty, the dean of occupational education at **Riverside Community College**, says employers are paying a premium for skills, not for a degree, especially in the technical fields. However, for most community college students, especially those under 25, a college degree goes hand-in-hand with obtaining the skills employers are looking for, says O'Rafferty. Ten years ago auto technicians were paid $8 - $10 an hour. Today, with an associate degree, they get $16 - $22. "Their education is buying them twice as much money today because the employer is looking for so much more in terms of specialized technical skills."

The Chancellor's Office accountability report provides some strong evidence that certain vocational concentrations benefit more than others from a community college education. For example, dental technicians and nurses saw their salaries jump 114% and 112%, respectively, three years after leaving college. Students majoring in administrative justice and fire control jumped 71% and 54%, respectively. In terms of gross pay, the average pay of the highest paid vocations included administration of justice ($40,300), construction management ($39,000), computer information science ($36,500), nursing ($35,500 and radiology technician ($35,000).

On the other hand, the vocations seeing the least increase in pay after three years include transportation (21%), accounting (20%) and construction management (11%). The lowest paying professions on average included agricultural services ($20,600), transportation ($19,800) and secretarial ($18,400).

"I think many of our students know where the high end money is going to be," says Dan Larios, president of **Fresno City College**. "Students in our counseling classes are given the opportunity to learn more about the reality of the job market. I believe it's our obligation to help them explore all their options." Larios does not believe, however, that community colleges should put an emphasis on programs in high paying fields over those, like child care, that pay much less. "That would be tough. People have to decide what kind of education they want."

Says Riverside's O'Raffery, "If a student comes here and wants to be a pre-school teacher at $7 or $8 an hour, we have that obligation. Hopefully, they will see that there is a career ladder they can climb to a better paying

job like day care director or elementary school teacher."

Lee Farley, director of Fresno City's vocational training center, says most of his students come from lower socio-economic backgrounds and many never completed high school. Some of the job skills he teaches lead to jobs paying $18 to $20 an hour and some programs lead to jobs paying less than $10 an hour. "People come to us with interests in all kind of jobs," says Farley. "We emphasize that is just a start. Our motto here is, 'Opening doors to employment.' We have a lot of students carrying around some baggage. We have to re-program some of them to be successful. We're here to help everyone take that first step. For some it's a small step, for others it's bigger."

This article was written by Ray Giles, the League's Director of Special Services.

Small Colleges Work to Provide Programs Needed in Community

When **Feather River College** advertised for a new college president this year, the Board of Trustees was pleasantly surprised by the response. This small, rural college 100-miles northeast of Sacramento, attracted 70 applications. "We were very happy with the pool of candidates," says board president Irene Burkey. The final five candidates included two sitting presidents and three vice presidents. "I think any one of them could have done the job."

While being small and isolated are often times disadvantages for many California community colleges, the fact that Feather River, with slightly more than a thousand full-time students, is located in the heart of the beautiful Plumas National Forest was a definite advantage when searching for a new CEO, says Burkey. "I think our location, away from the hustle and bustle of the city, enhanced our attractiveness to potential candidates."

When it comes to serving students, however, having a small but diffused population poses a significant challenge to several community colleges in the state, whether those challenges be serving a far-flung population or financing a comprehensive program with fewer total dollars. As Burkey puts it, "Our biggest challenge is providing a breadth of course offerings for such a limited student population. Students are demanding lots of programs, especially anything that has to do with technology."

West Hills CCD trustee Mark McKean puts it another way, "As a geographical area we're large but in numbers we're small." The West Hills district extends from Fresno County all the way west to Monterey County, serving residents in five counties. "Our growth is high but because we're small we have limited resources," says McKean. "It's very frustrating not to be able to meet all our needs."

Others small districts are just as large and dispersed. **Lassen CCD** serves four counties from the upper northeast corner of the state south into Southern California and the county of Mono where it has a center on a Indian reservation in the Owens Valley. Ask a small district representative what makes them unique and inevitably the discussion gets down to providing a comprehensive program with a relatively small budget. While the ten smallest districts average $4,848 per funded FTES vs. $3,463 for all community colleges, they will argue the demands for classes and services from students are just as great at a small college as they are at a large campus.

Ron Groh, chief business officer at Feather River, speaks for many small college administrators when he explains, "Although the Program Based Funding formula contains economy of scale factors to assist small districts, and does create higher revenue per full-time equivalent student (FTES), the formula still results in total revenues that are stretched very thin by the basic requirements of operating a comprehensive college. For example, small districts must adhere to the same requirements and regulations as larger districts in such areas as accounting, reporting, audit, personnel, payroll, etc. We have to submit the same documents to the state for facilities but without the resources to hire engineers and architects. I don't believe that using a simple measurement such as revenue per FTES tells the whole story about the sufficiency of funding."

Or, as **Taft College** President David Cothrun puts it, "The state doesn't pay you to be comprehensive, it pays

you for seat hours."

The challenge becomes one of carefully managing revenue and class schedule, says Don Averill, president of **Palo Verde College**, the state's smallest. A big college, says Averill, will have average class size of 25 to 35 while his college will be closer to 15 with some below 10. "If a big college gets a small class like that they can drop it, figuring students can enroll in another section of the same class. But for us, it may be the only calculus section offered that semester or that year and without it students couldn't complete their course of study. But it's costly, especially when you're paying a full-time teacher."

According to Wait Griswold, the vice president of academic affairs and students services at **Lake Tahoe Community College**, the pressure on resources is so great that he doesn't even offer certain classes required of chemistry and engineering majors. "If a student wants to be an engineer, we encourage them to go somewhere else. Our counselors lay out the choices to the students and let them decide. Many choose to come here first and then transfer to another community college to take the classes we can't offer."

The challenge of offering a comprehensive education is made even more difficult, says Barbara Hioco, vice president of education at West Hills College, by the "incredible difficulty" of finding qualified part-time faculty in rural communities served by the college. "We don't have the number of qualified people you'd find in a major metropolitan area. We have to go the extra-mile to be as customer-friendly as possible in order to attract and retain qualified people."

Small enrollments also put these colleges at a disadvantage when it comes to competing for construction funding from the state, says Averill, whose college in Blythe is beginning work on a new campus. "The state puts a premium on high enrollment per-square foot. You couldn't possibly provide a comprehensive curriculum if we had to operate the college on the state formula."

Frank Gornick, the president at West Hills, reports voters in his district approved a $19 million bond measure to build a new college in Lemoore and improve facilities at the Coalinga campus and at the Firebaugh center. "You're in line a long time waiting for state funding. Technically it's not related to size but we all know there are a couple of gorillas in the state that can flex their muscles." He says the district is able to stretch its financial resources by having full-time faculty travel the 40 miles between Coalinga and Lemoore to teach and by using technology to bring classes to students via teleconferencing and online education.

Being small and isolated also means community colleges are affected more intimately by circumstances in their districts. For example, Lake Tahoe Community College serves a town dominated by casinos. According to trustee Fritz Wenck, the casinos, the largest employer in town, influence wages (80% of jobs in Lake Tahoe pay minimum wage) and have changed the ethnic demographics of the community by encouraging an influx of Hispanics. "The college has responded by expanding its English as a Second Language program and, in turn, helping its own teachers to learn a second language in order to be more effective in the classroom."

Barstow College in rural San Bernardino County, is located near the Marine Logistics Base and Ft. Irwin, one the Army's largest posts. According to President Jim Meznek, to meet its enrollment goals, the college must not only reach out to local high schools but to the military bases. And that means building a class schedule that is "user friendly" to service personnel on "rotation" (assigned to a base for a limited period of time) and "breaks away from your traditional calendar and schedule." The challenge is to develop a teaching schedule for faculty that meets the unusual work schedule of soldiers but fits within the bargaining contract designed for campus-based instruction.

Gavilan College has a completely unique challenge among smaller institutions. Based in Gilroy, just south of San Jose, Gavilan is within a relatively short drive of nearly a dozen other community colleges in and around the Silicon Valley. "Students believe they can get more choice at San Jose City or DeAnza," says President Rose Marie Joyce. "And there are Bay Area community colleges that are actively marketing inside our district trying to steal them away. How can a college our size compete? We don't have the discretionary funds to use

for marketing that the bigger districts have. As a result, we lose some students."

But Joyce and other small college leaders are also quick to point to the advantages of size. "Our low student-to-faculty ratio may not be a fiscal asset," Joyce says, "but it benefits the students. We've made having a comprehensive curriculum a priority. We've had to because of the competition. But for students it's a boon. They get most of the advantages of a large college with all the advantages a small college offers."

Taft's Cothrun agrees. "Our smallness gives you an ability to have a more personal relationship with students, both in the classroom and through our student services. We have students coming back after going to a big university feeling very appreciative of the accessibility they have to counselors and staff."

Cothrun believes being small also allows a degree of flexibility that larger colleges may not have. Taft offers a program for developmentally disabled high school graduates that is unique in the country. The 26 students, who come from all over California, live in the college's dormitory and learn how to transition into independent living. "If we were four times our size we couldn't do it," says Cothrun. "There would be too many developmentally disabled students on campus. But here you have a level of acceptance that you don't find everywhere."

Says Palo Verde's Averill, "Since we represent higher education in town, we have the ability, relatively speaking, to make a bigger impact and to actually see the results of our efforts. We can see, for example, the results of our partnerships with the high schools and the resulting increase in enrollment on campus. And we can see how our economic development efforts impact the entire city and county. We are definitely the big fish in a small pond."

This article was written by Ray Giles, the League's Director of Special Services.

On Campus in the NEWS

Small Colleges Support Off-campus Staff Development

Chaos theory is not about chaos, says Tom Teegarden, the mathematics instructor at **Taft College**. Chaos theory is used to study and explain how complex systems are forever changing.

Teegarden has developed a reputation around the nation as an expert on chaos theory, speaking regularly before the California Math Council and the National Council of Teachers of Mathematics. He's traveled all over California and to neighboring states to make presentations to secondary and higher education instructors on this new field of math.

Taft and other small colleges are committed to ensuring faculty don't become too isolated or lose out on staff development opportunities. At Lake Tahoe, faculty are "pushed out the door" every five years for a sabbatical in order to "keep up to date and on the cutting edge," says trustee Fritz Wenck. "We've always felt that because we are remote and because faculty teach in basically one-person departments that we needed to put more money into travel and conferences to overcome the lack of on-campus professional development."

Chaos theory is a branch of mathematics that illustrates how events in nature can be modeled by fractal geometry. Explains Teegarden, "There is hardly a field of study in which chaos theory is not being used to help explain how and why things work the way they do," including biology, psychology, and business management.

Teergarden sees his research and lectures on chaos theory as "a self defense sort of thing for me. Every time I give a talk it's an invigorating experience. I always get my batteries recharged."

"It's hard to keep up when your isolated," Teegarden says. "The college has been a wonderful place to work

because they've always supported my research and travel."

16-Week Semester Tried

Golden West College is the first of the county's nine community colleges to switch to an innovative 16-week semester, making the Huntington Beach college the only area two-year institution to operate with the same academic schedule as nearby California State University campuses.

The college already boasts an impressive transfer rate, and the change will make Golden West's students even better prepared for transfer to four- year institutions.

In addition, students at nearby Cal State campuses at Long Beach and Fullerton now have the option of taking lower-division courses at GWC, a decided benefit because they are generally much easier to get into than at the university, and are much less expensive. Coursework from Golden West is fully transferable to those universities and most others.

"Our new 16-week schedule is full of tremendous conveniences," said college president, Ken Yglesias. "Because the 16-week format is shared with Cal State campuses, it eases the transition for our students who will transfer to one of those institutions. In addition, students from Cal State Long Beach and Fullerton now have a convenient place to pick up lower-division courses that they can't get into on their university campuses."

Other benefits of the change include a longer summer break, which has allowed students more time for work at summer jobs. For those with children of their own, it has eased the task of getting the youngsters ready for school.

Students will also have to make fewer trips to the campus to complete a course. To adjust for the switch to 16-week courses, the average class is about 20 minutes longer.

StudyWeb Voted Best Educational Resource

The Clever Planetarium Website (**San Joaquin Delta College**)—www.sjdccd.cc.ca.us/planetarium/index.html—has been selected as one of the best educational resources on the Web and is a featured site on *StudyWeb*™. Expert reviewers have scoured the Internet over the past three years looking for only the finest sites to be included in the *StudyWeb*™ listing of educational links. The site has become one of the Internet's premier locations for educational resources for students and teachers. Each site in *StudyWeb*™ includes a detailed review describing its editorial and visual merits. Surfers can view the planetarium site in *StudyWeb*™'s Science-Astronomy-Observation-Planetariums section. Inclusion in *StudyWeb*™ will increase the planetarium's exposure and attract new visitors to its own site.

People in the News

Awards

Community College Programs Honored For Improving Student Success

Two California community college programs designed to improve student success will be recognized as part of the Exemplary Program Awards, sponsored by the California Community Colleges Board of Governors and funded with individual $4,000 cash awards provided by the Foundation for California Community Colleges.

This year's Exemplary Program Awards will be presented to American River College's Beacon Peer-Assisted Learning program and Foothill College's Pass the Torch program. The awards will be presented by Board of Governors President Roger M. Schrimp, system Chancellor Thomas J. Nussbaum, the Academic Senate for

California Community Colleges President Linda Collins and the Foundation for California Community Colleges President Larry Toy on Monday during a Board of Governors meeting in Sacramento.

Faculty members participating in the Beacon Peer-Assisted Learning program at American River College select students who have successfully completed the target class. After receiving training in group-tutoring techniques, these learning assistants work with students for two hours per week outside of the classroom. Data gathered over seven semesters demonstrates a significant improvement in achievement as Beacon students boast an 85 percent success rate compared to a 57 percent success rate for their non-Beacon counterparts enrolled in the same class, and the withdrawal rate for students in the program is seven percent compared to 29 percent for other students. Anecdotal comments from focus groups indicate that the program's effect extends beyond the classroom, as students report that participation builds self-confidence, teaches them to work more cooperatively, improves problem-solving skills, and promotes the formation of friendships and a sense of community.

Foothill College's Pass the Torch program was designed to help at-risk students earn a grade of C or better in specific classes to ensure advancement to the next level of academia. Students struggling in core curriculum classes are identified and paired with peer mentors for study sessions. Throughout the academic quarter paired students meet to review class assignments and to improve study habits and time-management skills. Nearly 80 two-member teams participate in the Pass the Torch program in a wide array of courses. Pass the Torch students score higher on class tests and assignments than students who do not participate in the program.

Honorable mention plaques will also be presented to programs at four colleges. College of San Mateo's AcceleratedTraining program provides students with skills needed to begin careers as accounting assistants or office assistants in just eight weeks. Santa Barbara City College's Study Abroad program frequently serves as a model for the development of Study Abroad programs systemwide by offering at least two programs per academic year plus additional summer programs. Cuyamaca College's College Success program was designed to enhance the success, retention and persistence of students by improving career exploration and learning skills that have resulted in increased student persistence rates. Crafton Hills College's EMT-Paramedic program is based on a student-centered philosophy and has been the primary trainer of paramedics for San Bernardino and Riverside counties for more than 20 years.

Sue Parsons Named CC Faculty Member of the Year

Cerritos College mathematics professor Sue Parsons has been named the nation's outstanding community college faculty member of the year by the Association of Community College Trustees. "Outstanding - simply outstanding!" said Cerritos College president Fred Gaskin as he shared the good news with the campus community. "Words can't express how proud the college community is of Professor Parsons' national honor. What a wonderful way to kick off the academic year. We definitely have reason to celebrate!"

Parsons was selected from a field of finalists from community colleges throughout the United States. She received the William H. Meardy faculty member award at the Association of Community College Trustees' national convention. The Association honored Parsons as its Pacific Region Faculty Member of the Year earlier this summer. "What an honor!" Parsons said upon hearing the news. "I am so fortunate to be part of a community college whose innovation and collaboration are amazing. By honoring me, ACCT is also lauding an outstanding group of administrators, trustees and faculty who are equally dedicated and passionate about teaching and helping students."

A gifted and dedicated teacher, Parsons developed and implemented an Achievement in Mathematics program that encompasses four sequential math courses and pairs a faculty member and a counselor. She also wrote and co-directed a three-year Eisenhower Grant in mathematics and science for 55 elementary schools surrounding, Cerritos College. Last year, she taught and observed with elementary school teachers in over 20 classrooms. "Testimonials for students are consistent in stating how [Parsons] profoundly changed their lives," college officials said when nominating her. "She truly shares the wonder of knowing more about the world through mathematics," one student wrote.

Appointments

Rodolfo "Rudy" Fernandez, who just completed a six-year term as director of the Governor's Office of California-Mexico Affairs—California Trade and Commerce Department, has been appointed to the MiraCosta College governing board. Fernandez fills the vacancy left by longtime trustee Carol V. Smith, who retired June 30. As director of the GOCMA, Fernandez developed ties with elected officials at the federal, state, and local level in the US and Mexico. His projects included development of the NAFTA implementation plan,"Globalization of the Region." He also was instrumental in creating the Border Environment Cooperation Commission of the Californias, which works to get financing for environmental projects on both sides of the border.

Patricia Keir, executive vice president and provost at Lansing Community College since 1997, has been named president of Miramar College in the San Diego district. In 1986, Keir was appointed associate dean of academic alternatives for the College of DuPage in Illinois. She started her career teaching high school; subsequent positions included teaching basic skills to Army inductees and administering education programs for veterans in San Francisco. Keir earned her bachelor's degree at Cornell University, followed by advanced degrees from Wesleyan, Wayne State and Northern Illinois universities.

The Compton CCD board has selected **Saul E. Lankster** to replace Amen Rahh. A Compton College alumnus, Lankster also is an adjunct faculty member and a distinguished professor of civil rights at CSU Long Beach. Coming to the Board with experience in law, civil rights, and as a school board trustee, Lankster is a published writer, television producer and director, who currently hosts "The Saul E. Lankster Show," shown in four states. Lecturing on "Eye on the Prize" is one of his feature presentations, and he appears in the series in real life with the late Dr. Martin Luther King, Jr.

Walter Packard has been named chancellor of the Kern CCD effective December 1999. He has been serving as vice president for academic and student affairs at the College of DuPage in Illinois since 1995. He has been at the college since 1987 serving in various administrative positions. Prior to that, he was at Manatee Community College in Florida since 1978. Packard holds an associate degree from Manatee; he earned his bachelor's degree in anthropology from Wayne State, and a doctorate in education administration from the University of Texas.

Gornick to Chair COA

The Commission on Athletics Executive Committee has named West Hills CCD superintendent/president Frank Gornick as the new chair for the California Community College organization. Gornick succeeds outgoing chair Dr. Tom Harris. A graduate of West Hills in 1966, Gornick received his bachelor's and master's degrees from CSU, Sacramento, and his PhD from St. Louis University. Gornick has served on the COA board of directors for the past four years and will oversee the Commission's newly reorganized structure. As superintendent/president of WHCCD, Gornick has overseen the record growth in student enrollments as well as the revitalization of the entire athletic program. The football program was re-established and the Falcons garnered their first bowl victory in the Graffiti Bowl last year. New sports have been added to the Falcon athletic lineup. The college has dedicated two new sports facilities: the women's softball complex, one of the premier of such fields in the California community college system; and the Keith Scrivner baseball field, dedicated in honor of late WHCCD trustee Keith Scrivner, who was a long-time Falcons booster and gave generously of his time and funds to helping WHCCD athletics.

Interim Appointments

Francisco Quiambao, has been named interim president of Harbor College. Quiambao has headed the college's student services operations since 1990. He joined the Harbor staff in 1980 as assistant dean of student services and later served as dean and vice president of administration before being named vice president of student services. He has been with the Los Angeles district since 1973.

Retirements

Crafton Hills College president since 1990, **Luis S. Gomez**, has announced his retirement in July 2000. Gomez said the time was right to step aside and provide opportunities for others. In characteristic manner, Gomez lauded his staff for his successes. "All of the successes we have had are the result of many people working together—a lot of teamwork, cooperation, innovation, suggestions, and recommendations."

Elected

Susan James, anthropology and environmental studies major at Orange Coast College, has been elected to the California Community College Trustees (CCCT) board of directors. The OCC student leader plans to transfer to Brown University eventually to complete a law degree. To read her story go to www.occ.cccd.edu/info/in-the-news/

The NEWS

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Faculty Diversity Goals Continue to Challenge College Leaders

In 1987, about 20 years after affirmative action became a full-fledged goal on most American college and university campuses, California Community College Chancellor Joshua Smith complained that at the rate Hispanic faculty were being hired at community colleges, "It will take 246 years for Hispanics to reach representation proportional to their 1980 population."

Thirteen years later, the goal of diversity among full-time faculty ranks remains just that, a goal. In his "state of the California community colleges" address this past October, Chancellor Thomas Nussbaum said, "The decade of the 90's produced little or no opportunity to further our progress on diversity goals. Worse, the political and legal conditions chilled...our efforts to achieve greater levels of staff diversity."

Depending on how one looks at the current employment numbers, the warning by a past state chancellor and the frustration of the current incumbent are both accurate and, at the same time, a bit too pessimistic. Certainly, say college leaders around the state, there are many obstacles to overcome if the long-held commitment to diversity is ever to truly be realized. But progress has been made.

When Chancellor Smith made his pronouncements in 1987, full-time faculty ranks were made up of 35 percent women and 14 percent ethnic minorities. However, by 1997, women made up 47 percent of all full-time faculty while ethnic minorities in the teaching ranks had increased to 24 percent.

In 1987, white males held 62 percent of all administrative positions. By 1997, 44 percent of all certificated administrators were women and ethnic minorities represented 31 percent of the total pool. (Among new hires, women slightly outnumber men for both full-time teaching positions and certificated administrative jobs.)

Yet, the diversity gap between faculty and administrators and the students they teach remains significant. In 1997, 57 percent of all

Bond elections mean ecstasy, agony for college districts

It was the best of times for the **Foothill-De Anza CCD** and their $248 million bond measure on November's ballot. The measure passed with 72 percent of the vote. On the other hand, it was not the best of times for three other districts seeking voter approval for their multimill on dollar bond measures.

"It was a great win," said a jubilant Foothill-De Anza trustee Mary Mason. "The community is really validating what we do."

Mason, who chaired the campaign committee, said the bond will mean a "tremendous amount to students. Better equipment and more classroom space. It will help us provide the access we need to help meet student needs and the needs of emerging industries and technologies."

Chancellor Leo Chavez believes the victory, in part, is the result of "many decades of hard work on the part of administrators, faculty and classified. This district enjoys an extraordinary reputation in the Silicon Valley." He also believes the campaign benefited from a "very concise, well thought-out plan. The theme was 3Rs, repair, rehabilitate and renovate. We were successful in convincing everyone that the district is well-organized and is spending its money effectively."

Foothill-De Anza's neighbor, the **San Mateo CCD**, came within one percentage point, or about 1,000 votes, of winning its $148 million bond measure. In Southern California, **Mt. San Antonio CCD** and **Santa Barbara CCD** also lost bond elections.

"People just didn't want to pay more taxes," said Luis Villegas, president of the Santa Barbara board of trustees. The college district's measure received 55 percent of the vote, short of the 67 percent super-majority needed for passage. "The police department here in town ran a bond measure for a new station and got only 45 percent of the vote."

Santa Barbara supporters raised $250,000 toward the campaign, which included

community college students were women, 47 percent were white, eight percent African-American, 13 percent Asian and 26 percent Hispanic.

According to those most closely involved in the issue, the obstacles to increased diversity include legal and political challenges to affirmative action, a lack of qualified candidates and a resistance among some hiring committees to seriously consider minority candidates.

Gus Guichard, vice chancellor of human resources in the state Chancellor's Office, believes that Prop. 209, which was passed by state voters in 1994, "did us significant harm in the perception that it caused among some of our colleagues around the state who felt affirmative action had been set aside. As a result, the colleges have slowed down in the vigor with which they pursue affirmative action."

Prop. 209 stated that "the state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting." Governor Pete Wilson subsequently filed suit against several state agencies seeking to strike down various affirmative action statues, including those affecting community colleges.

According to statute, community college districts are required to have diversity plans but are not allowed to give preferences or establish quotas. The court subsequently ruled against Wilson's claim, finding on behalf of the Chancellor's Office that the statutes affecting community colleges were constitutional. Still, Prop. 209, says Guichard, "inhibited folks from being aggressive."

Charleen McMahan, vice chancellor, human resources, at the Grossmont-Cuyamaca CCD, says her colleagues around the state "believe strongly in the concept that faculty should reflect the student body but we are legally bound to reflect the qualified labor force, not student or community populations. So we are torn by the two and by the lack of diversity."

McMahan, who is co-chair of the statewide association of chief human resources and affirmative action officers, believes one of the major obstacles to increasing diversity is the low graduation rates from master's degree programs by ethnic minorities. Both state and national reports bear out her point. The University of California and California State

extensive advertising, mailings, and even the endorsements of the major newspapers. Villegas said one factor that worked against the college was talk in the community of the high school district coming out with the major bond measure in March 2000. A separate group calling itself the Committee to Restore Santa Barbara Elementary School District publicly opposed the measure, claiming in a newspaper opinion piece that "children deserve our greater commitment and a good school environment" more than the local community college.

Villegas said he was proud of the campaign the bond measure supporters ran. "Quite frankly, we ran a very good campaign. Very straight forward."

Mt. San Antonio's $98 million bond campaign garnered 63 percent of the vote, about four percentage points short. Newly elected-trustee Manual Baca, the top voter-getter in the board race and a bond measure supporter, said the entire board did not support the measure. "It was the edge that prevented it getting over the top."

On the day after the election, the local paper, the San Gabriel Daily Tribune, denounced the defeat, calling on the State of California to provide adequate funding for community college facilities. "The state expects much from colleges, but treats them as second-undeserving of adequate funding. Without that funding, vital to meeting the crush of students expected within the next several years, the venerable institution (Mt. SAC) will find it difficult to continue to offer quality educational opportunities."

San Mateo would have used its bond funds to remodel and renovate facilities, upgrade its infrastructure and expand new buildings. According to Chancellor Joe Johnson, supporters raised $160,000 of its $200,000 goal but still didn't have enough money to conduct a grassroots campaign. "Some people felt we should have done more neighborhood campaigning with door-to-door walking and lawn signs. But the sheer size of the county prohibited such an effort."

A former trustee who ran unsuccessfully for a board seat and some of the other board challengers who also lost also opposed the measure. "They may have had some impact," says Johnson. But he believes the lack of money to conduct a county-wide telephone campaign was the real culprit. "Where we did do telephoning we got 64 to 68 percent. Where we didn't, we got 60 percent," said

University, for example, awarded over 13,000 MA's in 1998, but only five percent went to African-Americans and 10 percent to Hispanics. Nationally, African-Americans are slightly better at six percent but Hispanics fall below four percent among MA degree recipients.

Ellen Ligons, a business instructor at Pasadena City College and executive secretary of the statewide Academic Senate, agrees with Guichard that Prop. 209 "created a chilling effect on affirmative action. It desensitized people to the need to hire diversity." Ligons, who is also president of the PCC Academic Senate, says when qualified ethnic minorities do apply for teaching positions, "There is a tendency for us to select candidates with similar backgrounds or who look like us. It's not prejudice necessarily but a normal human emotion to select people like ourselves."

The chair of the statewide affirmative action and equity diversity consortium, Rose Dosta of Rancho Santiago CCD, agrees. According to Dosta, the district's director of human resources, "A lot of faculty on selection committees have been here a long time and are conditioned to a particular hiring criteria. We may need to do some reframing of what we want from new faculty in terms of experience and qualifications."

The obstacles to further progress are still very powerful. An informal statewide survey of newly hired tenured faculty in Fall, 1999 showed that only four percent of applicants were African-American and seven percent were Hispanic.

With 11,000 full-time faculty scheduled to be hired in the next decade, "We have an opportunity," says Guichard, "to increase our diversity count." Toward that goal, the Chancellor's Office will seek $18.7 million in new funding this year to improve faculty and staff diversity by increasing faculty internships for minorities, enlarge teacher preparation programs for targeted groups and expand recruitment.

As Chancellor Nussbaum said in his October address, "Given our relative inability to attend to this priority during the 90's, and given that we will be hiring more than 41,000 new staff during the first decade of the new century, the time to act is now."

Incumbent trustees easily dominate election returns in

Johnson. And that made the one percentage point difference.

72nd District Gets Overwhelming Support From Local Voters

California's newest community college district received a solid mandate in November when 90.2% of voters in the Morongo Basin said "yes" to a ballot measure seeking to confirm formation of the new district. Voters in east San Bernardino County were given the opportunity to vote to confirm the formation of the new district after the legislature passed and the governor signed into law a bill establishing, as of July 1, 1999, the Copper Mountain Community College District. It became the state's 72nd community college district.

Voters also elected five new trustees, including Virnita McDonald, a former trustee on the Desert CCD board. Copper Mountain College had been a part of the Desert district until the legislature created the new district. Other new trustees include Philip Fultz, Michael Walker, Ken Morrison, and Ritz Ramirez Dean.

According to Jim Pulliam, the interim president/superintendent, the campus, located in Joshua Tree, will serve the high desert region, including Yucca Valley and Twenty-Nine Palms. The college enrolled 2,500 students this fall and has 22 full-time faculty and about 90 part-time faculty.

The college is currently advertising for a permanent CEO and other administrative positions. An educational master plan is being developed Pulliam says, out of which will come a facilities master plan and a financial plan.

He credited the Desert board and administration, the Chancellor's Office and the Community College League for helping the new district organize itself effectively.

On Campus In the News

District Sends First Ad Over the Internet

The Community Relations and Marketing Office of the Contra Costa district has launched a first among California community colleges—an ad over the Internet as part of its spring marketing campaign. The 'e-ad,' sent

November voting

Incumbents rule! That was the near unanimous verdict of voters in community college district board elections held November 2 throughout California. In the 29 districts nolding board elections, 53 incumbents won re-election as did three appointed incumbents. Only three elected incumbents and three appointed incumbents lost their seats.

"The college is in excellent condition and the voters didn't want to make a change," reports El Camino CCD trustee Del Fox, who said he did absolutely no campaigning. "Incumbency was in my favor."

At College of the Redwoods, "The incumbents have done a good job," said trustee Bruce Emad. "The problems raised by the challengers were either trivial or had been addressed by the board."

Voters in the Redwoods district returned four incumbents. At the other end of the state, Imperial CCD voters returned three incumbents. Other districts where incumbency paid off this year included Cerritos (4), Chaffey (3), Desert (3), Foothill-De Anza (3), Marin (3), Mendocino (5), Pasadena (3), San Mateo (3), Santa Clarita (3) and San Bernardino (3).

Below is a brief summary of some election highlights from around the state.

Barstow - Incumbency did nothing to help trustees **Albert Carruthers** and **Jeffrey Miers**, who lost in an at-large election to **Bryant Davis** and **Marcia Zableckis**. **Fred Baca** was the only incumbent to win.

Carruthers attributes his defeat to the fact the college's faculty association supported Davis and Zableckis, and to the Mormon Church. Asked what he did to campaign for votes, Carruthers, a two-term incumbent, admitted, "I didn't do very much."

Davis credited his victory to his campaign strategy of linking his candidacy with Zableckis, a popular and well-known long-time resident, and his membership in the Mormon Church. "My fellow Mormons voted as a block. And with Marcia's supporters behind me, too, it worked in my favor."

Davis said he and Zableckis were approached by the faculty association to run. "Right or

to approximately 4,000 recent users of the district's Web page (www.collegesofcc.cc.ca.us) advises potential students that the spring semester starts on January 19th.

"The Web is fast becoming a primary means of our marketing effort," said George Medovoy, director of community relations and marketing for the district. "We will be using more e-ads as a part of our overall marketing approach because they are fast, inexpensive and make use of the latest technology."

The Community Relations and Marketing Office monitors all requests received via its Web site as and its 24-hour 800 number. These requests are filled on a daily basis, including the holiday break.

One of the newest innovations to the Web page will be an online view of the requirements for all degree and certificate programs offered by the colleges. Also planned is a presence on the Bay Area Yellow Pages Web site.

West Valley Grad Makes History

West Valley graduate Diane Harms is the first blind person to become a California court reporter. Blind since birth, Diane has been working for thirteen years to become a court reporter. "Her tenacity has been a role model for the other students," says Linda Lawson who heads the court reporting department.

Court reporters transcribe trial testimony and depositions, type more than 200 words a minute and read back key portions for attorneys and judges. Harms uses special machines, including a Braille readout of what she has just typed, to do the job. Harms says she took the two day licensing exam ten times before passing. She has received mostly A's in her course work.

She is shadowing another court reporter as she looks for a job. Her golden retriever Gideon serves as her guide and accompanies her to trials.

Glendale Recieves UAW-Saturn Award

The positive relationship between the Glendale district and the College guild (Local 2276) has earned the college a United Auto Workers-Saturn Partnership Award. It is given for

wrong, there was the perception that the incumbents were having a hard time communicating with faculty." He said his number one goal will be to bring the faculty and board together. "Teachers need to feel they have ownership in the college."

Cerritos - All four incumbents won re-election, despite a debate among the candidates regarding the college's success in its transfer program. Trustee **John Moore**, who was re-elected to a third term, said an article in the *Los Angeles Times* on transfer rates prompted a discussion regarding the college's efforts.

"One of the challengers pointed to the success of Santa Monica College in this area," explained Moore, "and asked why can't we be like them. It prompted a discussion about our mission and what makes our institution unique."

Moore, the top vote-getter in the race, said he won because "I ran like it was my first time. One of the candidate's supposedly spent $30,000. But he had no history of community involvement or name recognition and came in dead last." The largest paper in the area, the *Long Beach Press- Telegram*, endorsed all the incumbents but **Mary Loya**. She still won.

Chaffey - Four years ago when **Gloria McLeod** won a seat on the board, she came in third in total votes. This year she was the top vote-getter in a four-person election for three seats. All the incumbents won. "I hardly campaigned at all. Aside from the ballot statement, I spent less than $1,000."

Why did she win? Two reasons. "I've done a lot of networking in the community. Trustees are the liaison with the community and people know I'm committed to the community. Also, the college is well run. There is no dissension on the board. We work only for the betterment of students. That makes a difference."

Compton - When **Stephen Randle**, the newest member of the board, walked on campus the day after the election, "People were elated that we were going to take the college in a new direction."

Randle, pastor of Christ St. John Baptist Church, said he ran on a platform of "honesty and integrity. Voters wanted someone who would bring a fair approach to decision-making at the college. I felt there was some division on the direction people wanted to

outstanding labor management partnerships on behalf of quality education.

Only six AFT locals/districts nationwide receive the award, and this year there are only two college district winners. Along with the award, the college president and guild president received a trip to the Tennessee Saturn auto plant to observe the labor-management partnership.

PHOTO CAPTION

The cockpit and aft fuselage of a Boeing MD-90 are settled by a crane into Orange Coast College's Airframe and Powerplant Yard. 65 ft aft fuselage, cockpit, tail cone and main landing gear for the popular twinjet airliner were donated to the college's Aviation Technology Program by Boeing Aircraft Company. OCC's aviation students will completely refurbish the donation.

People in the News

Brenda Knight, trustee with the Peralta district has been elected Secretary- Treasurer of the Association of Community College Trustees (ACCT). Knight is also a member of the California Community College Trustees Board of Directors.

Mark D. Milliron has been named President/CEO of the League for Innovation in the Community Colege. Milliron, Executive Director of Global Learning Initiatives for Oracle Corporation, replaces Terry O'Bannion who retired in December after 23 years. O'Bannion will serve as a Senior League Fellow and President Emeritus, continuing his work on several major projects in the League's Learning Initiative focused on the Learning Revolution.

Judy E. Walters has been appointed as interim vice chancellor, educational services for the Peralta district on an inter-jurisdictional exchange with the state Chancellor's Office. She will oversee personnel involved in academic development and planning at the four-college district. As a faculty member in San Diego, Walters won a regional Emmy for her work in instructional television. She has an extensive background in publishing, marketing and media and served as assistant dean at San Diego Miramar and as a division dean at San Diego

take the college. I want to promote growth and access."

He says he ran a "vigorous" campaign that included walking precincts, much of it done by student volunteers. He said he was also helped by the endorsement of several ministers in the community, "which gave my campaign more credibility."

El Camino - Del Fox was elected to his eighth term against a candidate who has opposed him unsuccessfully the last three elections. Fox, who didn't campaign, said "I've been on the board a long time. I'm familiar with the issues. My health is fairly good. I ran on my record and reputation and I told voters that after 30 years, if someone can beat me, I'll gladly step down."

Hartnell - There were no major differences among trustee candidates during the recent election, reports **Valerie Golden**, a newly elected trustee at Hartnell. "We all believed the president is doing a good job but that we needed to take a look at how we could bridge the gap between the faculty and administration. We also all agreed to need to look at faculty salaries."

Golden said she won the open seat, in part, because she had the endorsement of long-time trustee **Joey Lasnik**, who retired from the board, and because she has been active over the years throughout the community. "I've helped a lot of folks get elected but this was my first campaign. And then I got sick and really couldn't do much. But word of mouth is very powerful in the community."

Marin - **Eva Long** ran for the board at Marin when she heard the district was on the Chancellor's Office "watch list," a designation for those districts with low budget reserves. "Having worked throughout my 36-year career in K-12, the watch list was symbolic for me. If you fell below three percent in the schools, you were near bankruptcy."

Long won the open seat on the board vacated with the retirement of **Howard Schoof**. She came in fourth in the at-large election, beating out three other challengers, including **Vivien Bronshvag**, a former member of the California Assembly. The incumbents finished first, second and third.

"In this county (Marin), every incumbent won," said Long. "School, city council and water districts. I think I won because I had the most background in education. Plus, I ran an

Mesa where she worked with accelerated curriculum programs. She has been at the Chancellor's Office since 1989.

Jerome Hunter, president of San Diego City College, has been appointed the new chancellor of the North Orange County Community College District, effective February 1, 2000. Hunter has been president of San Diego City College for six years. Prior to that, he was president of San Diego Miramar College for four years.

His roots in higher education are in Orange County's Rancho Santiago district, where he was an administrative dean of continuing education, dean of the Garden Grove campus, assistant dean of the Humanities Division at Santa Ana College, a grant management assistant, and a political science instructor. During the 70s, he worked in a private manufacturing firm and as a project director for Orange County Partners for Progress.

Hunter holds a doctorate in higher education from the University of Southern California, a master's degree in urban studies from Occidental College, a bachelor's degree in political science from the University of California, Riverside, and an associate degree in liberal arts from Santa Ana College. He is also a CORO Foundation Fellow and a member of Alpha Phi Alpha.

Edward Gould has been named the new superintendent/president of the San Joaquin Delta district. Gould is currently the vice chancellor of student services and special programs at the California Community Colleges Chancellor's Office in Sacramento.

Gould is no stranger to California's community college system with nearly 10 years in administrative positions, both as college president and in student services functions. He was interim vice president of student services at Ohlone College; superintendent/president for both the Monterey Peninsula and Victor Valley districts, and dean of student services at Gavilan College.

Gould earned an associate degree from Hartnell College. From there he attended CSU Hayward, San Diego State and the University of Nevada, Reno where he earned a doctorate in education in counseling and personnel services. Gould begins his duties on or about February 1, 2000.

Board of Governors

exemplary campaign."

As a former K-12 teacher, administrator and superintendent, Long believes she understands better than most "the role and function of management and board members. The role of a trustee is to set policy and be part of a team. Ask good questions, set policy, let management do their job and hold people accountable for the policies you set."

Mendocino-Lake **- Jerry Colwell,** an appointed trustee, won a full-term on the board along with four other incumbents. He said he spent less than $500 on his campaign.

One of the big issues during the campaign was the question of whether the college should hire a full-time or part-time football coach. "The issue came up at all four of the forums I attended. A study found that athletes do better in school than other students. I think that says a lot about the value of sports. But one of my opponents, who spent a lot more money than I did on ads and posters, was supported by those who didn't want a full-time coach."

Colwell, who garnered 64% of the vote, said he didn't seek or accept endorsements or contributions. "I didn't want to give any appearance of being beholden to anyone."

Mt. San Antonio **- Manuel Baca** and **Gayle Pacheco** won seats on the board by taking first and second place among nine candidates in at at-large election for three seats. Incumbent **Fred Chyr** came in third and was re-elected. Incumbent **Dexter MacBride** came in fourth and lost his seat.

Baca said both he and Pacheco were endorsed by the faculty association, which contributed to his $12,000 campaign chest. A faculty member at Rio Hondo College, Baca said his goals will be to work to renovate the infrastructure of the college, improve facilities, make sure the college provides support services to at-risk students and ensure that shared governance is implemented and "decisions are made with the involvement of faculty."

Palo Verde **-** Residents in this rural district on the Arizona border were busy with three college ballot measures as well as three trustees seats, according to President/Superintendent Donald Averill.

All three ballot measures passed, increasing the size of the board from five to seven.

Governor Gray Davis has made two appointments to the Board of Governors: **Richard H. Lieb** of Solano Beach and **Leslie Wang** of Stockton. Lieb is vice president of legislative affairs and municipal services for Lockheed martin, where he is responsible for all national and state legislative activities. Wang is a media specialist with San Joaquin Delta College, where she has been since 1980. She's also the Chair of the Community College Committee of the California School Employees Association (classified employees). She earned her BA degree from UC Santa Barbara.

splitting the district into two trustee areas and requiring trustees be elected by their respective trustee area. Incumbents **Kenneth Lucero** and **Anthony Reale** were re-elected.

There were no candidates for one open seat. As a result, the board will have to determine the method of making the appointments for that seat as well as the two new seats.

Redwoods **-** The first time **Bruce Emad** ran for the board, he had no opponents. This year he had two. So he went out and not only raised money ($4,800—"a lot for Eureka") but garnered 160 endorsements from prominent members of the community, including the president of Humboldt State University in neighboring Arcata. He garnered twice the number of votes his nearest rival received.

The branch manager of a stock brokerage firm, Emad said, "I talked about my record and what I have done for the college. I have a business background so I bring a unique perspective to our board. Last year, for example, I recommended that we refinance some of our debt while interest rates were down. It saved the college $300,000. I've done a good job. I think I know what I'm talking about."

Rio Hondo **- Gary Mendez,** a former student trustee, defeated appointed incumbent **Leonel Gallegos** to win a seat on the Rio Hondo board.

Mendez, who is now an aide to Congresswoman Grace Napolitano, has been active in local politics since he was 15. He was a student trustee at Rio Hondo and a member of the California Community College Trustees board of directors in 1994-95.

Mendez began walking precincts in September, conducting a door-to-door survey to gauge for himself what voters in his trustee area wanted. He said the number one issue with voters was campus lighting. "They told me they weren't going to Rio Hondo because of a lack of lighting and a feeling the campus was somehow unsafe. Instead, they were going to Cerritos which they perceived as safer and more accessible." Asked what his number one priority will be as a new trustee, Mendez said, "I plan to help light up Rio Hondo."

San Bernardino **- Mary Sampson,** a former student at Crafton Hills College and former secretary to the president of San

Bernardino Valley College, will now sit on the board of trustees that governs both colleges. Sampson came in fourth in a nine-person race for four seats. Appointed incumbent **Florentino Garza** came in fifth and lost his seat.

The new trustee enrolled at Crafton Hills at age 35, worked in the president's office at San Bernardino Valley and then taught part-time at Valley. She was actively supported by the faculty association "who worked very hard to get me elected. They know my background as a person and as a former employee." (The other three candidates supported by the faculty lost.)

She says her number one priority as a new trustee will be to "open up communication between all facets of the districts, including employees and students, so that everyone will work as a team and pull together for the good of students."

1999 Trustee Election Results

District	Incumbent Elected	Newly Elected	Did Not Run	Defeated
Antelope Valley	Earl Wilson	Wayne Woodhall	Don Ross	
Barstow	Fernando Baca	Bryant Davis Marcia Zableckis		Albert Carruthers Jeffery Miers
Cerritos	Robert Arthur Theodore Edmiston, Jr. Mary Loya John Moore			
Chaffey	Paul Gomez Gloria McLeod Paul Treadway			
Citrus	Michael Bevilacqua Joanne Montgomery AIE	Susan Keith	Dianna Lockard	
Compton	Ignacio Pena IU Kent Swift	Stephen Randle		Saul Lankster-AID
Copper Mountain		Philip Fultz Virnita McDonald Ken Morrison Ritz Ramirez Dean Michael Walker		
Desert	Charles Hayden, Jr. Ray House Jackie Suitt	Bonnie Stefan	Owen Gillick	
El Camino	William Beverly Delmer Fox Nathaniel Jackson			

Foothill-DeAnza	Mary Mason IU Judith Moss IU Dolores Sandoval IU			
Glendale (April)	Robert Holmes IU Martin Pilgreen IU			
Hartnell	Carl Cieslikowski	Darlene Dunham Valerie Golden	John Inman Joey Lasnik	
Imperial	Rudy Cardenas Jr. Marian Long Romauldo Medina	Louis Wong	Robert Noble	
Lake Tahoe	Frederick Wenck Jr. Kenneth Rollston			
Los Angeles (April primary, June general)	Georgia Mercer AIE Sylvia Scott-Hayes AIE	Mona Field Warren Furutani	David Lopez-Lee	Julia Wu
Marin	Francis Parnell Phyllis Metcalfe Larry McFadden	Eva Long	Howard Schoof	
Mendocino-Lake	Charles Zimmerman IU Joan Eriksen IU Wade Koeninger IU Gary Taylor IU Jerry Colwell AIE			
Monterey Peninsula	Jim Philpot Robert Infelise	Jane Parker	Caroline Page	
Mt San Antonio	Fred Chyr	Manuel Baca Gayle Pacheco	Barbara Booth	Dexter MacBride
Mt San Jacinto		Joan Sparkman JoAnna Stuart	Jerry Holland Wayne Stuart	
Palo Verde	Kenneth Lucero Anthony Reale AIE	Erika DeVous	Robert Grey	
Pasadena Area	John Martin IU Jeanette Mann IU Susanna Miele			
Redwoods	Yvonne Gower John Burke Bruce Emad Milton Dobkin			
Rio Hondo	Maria Martinez	Gary Mendez		Leonel Gallegos
Riverside	Mary Figueroa Mark Takano			
San Bernardino	Charles Beeman Allen Gresham Carleton Lockwood, Jr.	Mary Sampson		Florentino Garza
San Mateo County	Thomas Constantino Patricia Miljanich Karen Schwarz			

Santa Clarita	Bruce Fortine Ronald Gillis Michele Jenkins			
Shasta-Tehama-Trinity		Cheri A. Beck Rayola B. Pratt	Thomas J. Ludden	Charles D. Miller
Victor Valley	Thomas Elder, II Maxine Moore			
West Hills	Steve Cantu IU Bill Henry IU Edna Ivans IU Mark McKean IU			

AIE = Appointed incumbent elected
IU = Incumbent Unopposed

The NEWS

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Curriculum changes triggered by changing student needs, social trends

Comparing old class schedules from El Camino College to the college's current class schedule is very much like reading a chronicle of California's own economic, political and social transformation. The class schedules show just how much the curriculum has changed as the needs, interests and sensibilities in the community have changed.

In 1970, the physical education department offered classes for "men only" and "women only." In 1984, segregation in the gymnasium had disappeared. But by 1999 it had returned again, this time with weight training sections "designed for women." Business classes in the 1970 class schedule included typing, COBOL programming and "punched-card processing machines". Today, the college offers business classes in Microsoft Word applications, electronic calculators, and microcomputer document formatting.

Thirty years ago at El Camino most of the classes offered by the English department were basic English or English composition. Over the years, the curriculum expanded to include far more developmental reading, writing, and grammar courses as well as critical thinking, screen writing, Chicano/Latino literature and an entire new department in English as a Second Language. (See sidebar on changes at El Camino.)

Tom Lew, El Camino's dean of

On Campus in the NEWS

Partnership Inspires Great Britain

What are Mission College and City College of San Francisco doing that could possibly be of interest to the welfare reform director of Great Britain? Partnering to bring high tech education to welfare recipients, that's what.

The two colleges have joined forces with Manpower International, the largest temporary workforce provider in the nation, and Glide Memorial Church, one of the largest and most renowned private providers of social services in San Francisco, to create a high-tech training program called GlideTech.

Glide's mission is to empower people to move from dependence to self-sufficiency by providing support, unconditional love an extended family that promote the healing, well being and independence of all who come to its door. In hand with this mission was the need to help welfare recipients and other low-income people move into jobs that promised economic growth and career potential.

Skills assessment and basic instruction are the first step upon entering the program, then computer office training or computer repair with A+ certification is offered. At this second step, GlideTech participants become fully enrolled Mission College students and earn college credit. The third step participants take part in is employability skills, such as time management, goal setting, conflict management, team building, resume writing, and behavioral interviewing. After the third step, participants may opt to be placed in related technical jobs and then come back for more advanced training offered in the fourth step. At the fourth and final step in the program, individuals can choose to enter into specialized training in Unix System Administration, or train to become a Cisco Networking Associate. Both of these careers are in high demand and projections point to continued strong

Throughout all phases of the program, Glide

Governors

- Retirements/Resignations
  Dean Strenger, president, Santiago Canyon College
- Awards
  Dennis Bakke, California Medal of Valor
  Diana Paque, named director of Library of California
  Philip Dunn, qualified for US Olympic team
  el Don, Newspaper of the Year
  E. Jan Kehoe, Buttimer Award
  James Walker, Buttimer Award
  Robert Griffin, Administrative Excellence
  John Renley, Administrative Excellence
  William Armstrong, Mertes Award

humanities, says the college deliberately set out to change its English curriculum in the 1980s when "the number of students who needed help in developing college-level skills increased. Our college president at the time made a big push to accommodate all students who were eligible, no matter what level." As a result, the college added three levels of developmental writing and three levels of development reading to its curriculum. Lew, a former English professor, says the curriculum change reflects El Camino's "goal to meet student needs. We never, for example, hire a full-time instructor who does not have experience in and a commitment to teaching writing at all levels."

Dave Pierce, a physics and astronomy instructor at the college since 1970, says the astronomy curriculum has expanded over the years, "because the space program and other new sources of information" required the college to add separate class sections for the solar system and stellar astronomy (everything outside the solar system). Increases in the number of physics courses, however, have come from the need to add math courses to the curriculum that once were taught and learned in high school, including elementary and intermediate algebra. "The growth industry in the curriculum is certainly remedial classes, particularly math and English," says Pierce, the vice president of the campus Academic Senate. "In some of the English classes I think they're probably just learning the alphabet."

The California community college curriculum has been evolving since the colleges first opened their doors in 1910. The *Master Plan for High Education* in 1960 reaffirmed the colleges' long-established mission of

provides case management that encourages GlideTech participants to excel, holds them accountable for their actions and performance, and greatly diminishes the likelihood that they will drop out. With its strong ties in Silicon Valley and successful training partnering with many high-tech corporations, Mission College quickly rose to the top of the list for providing 'just in time' training and corporate college programs. With their proximity to Glide Memorial Church and expertise in basic skills for students in transition, City College of San Francisco was selected to provide basic skills assessment and training.

What does all this have to do with Great Britain? They too have a need to fill high-technology jobs and are seeking answers to ways to assist able bodied people off welfare. Manpower International was called in as a consultant and GlideTech and Mission Community College were seen as having the kind of partnership that would work.

Last December, Liz Tillett, the head of the New Deal Task Force Secretariat, Britain's parallel to our welfare-to-work program, came to learn as much as she could about corporate education, workforce development, computer electronics, job placement, basic skills and CalWorks. Ms. Tillett hopes to find companies willing to partner with colleges and training institutes in Britain to create innovative models like GlideTech, where the poor and underemployed can receive necessary training to succeed in the workforce, then get hired into high-demand, high-tech positions and exit the welfare rolls.

The British Government invited representatives from the college to a four-day summit meeting in March to discuss basic skills development, information technology training, management and supervision training, workforce development administration, and budgeting.

Aggressive Recruitment Effort Nets Enrollment Increase

Compton Community College is in the second year of aggressive recruitment that has netted the college about a 5 percent increase.

Starting in Spring 1999, six teams of students went into the surrounding communities and talked directly with local citizenry. Luz Casteneda, a team captain,

transfer, general education and vocational education. Then, in 1989, remedial education was recognized by the legislature as a function of the community colleges. However, changes in Sacramento's expectations in many cases reflected what was already happening on campus and around the state. As California has grown increasingly diverse, as work schedules and family obligations have changed, as new industries and learning techniques have emerged, the colleges have altered the curriculum to make available an ever-widening range of courses.

Twenty years ago, says Augustine Gallego, chancellor of the San Diego CCD, "all we were doing was maintenance of effort." Adding some courses here and there but mostly just trying to stay current. "But in the last 10 years we have seen a dramatic and significant change in the curriculum, driven by the new information-based economy. As a result, we've had to take a hard look at our entire program and bring it current with what the employer requires and what students want to stay competitive."

In San Diego, the colleges have eliminated "anything that doesn't help a student get a degree or certificate or is part of the transfer curriculum. Learning for learning sake is wonderful but you have to put your resources where the demand is."

John McFarland, a history instructor at Sierra College and a highly respected observer of the community college movement, believes the curriculum has "followed student enrollment and become more high tech." The job market has had an "immense" influence on the curriculum. "As does the fact that 20 years ago California State University increased its transfer requirements.

says, "I talk about the courses. I talk about the interesting ones like real estate, child development and computer technology. We also give information on financial aid and the child care facilities, which are major concerns with some potential enrollees."

Places like the Martin Lutheer King, Jr. Shopping Plaza in Compton, the Compton Civic Center and various locations in the Lynwood/paramount areas are targeted. Some retailers invite them in as a show of support for their efforts. The students spend about five hours per day, two days a week.

According to Robert Butler, dean of student affairs, "about 30% of the new students at Compton are a direct result of this campaign."

European Educators Visit Cisco Academy at Cuyamaca

E-learning professionals gathered for a six-day conference—"Wired Classroom"—that attracted educators from around the world to meet students and graduates of the Cisco Academy, established to prepare workers to compete and succeed in jobs in the new digital economy.

Cisco is a computer network equipment manufacturing company with headquarters in San Jose. The tour is in California to explore Cisco System's use of Internet networking and the networking academies.

"Cuyamaca College was chosen to be part of the tour by Cisco because of the design of our network training lab and the program's success in preparing students for the workforce," said Sherrill Amador, college president.

Educators from 16 countries met and questioned a panel of students and program graduates, and visited the computer lab. The partnership with Cisco gives the college access to Cisco equipment and instructor training.

The coursework also requires that students have practical experience. Computer information systems teacher, Dave Stilson, established the lab for significant hands-on instruction. Students completing the training have a wide range of job opportunities because of the combination of Cisco routers experience and other training they have in the program, said Stilson.

Meaning students couldn't take as many electives." These two factors, McFarland argues, have worked to "narrow by a lot what students are taking—more classes precisely targeted for a narrow niche in the job market."

When he started teaching in 1969, "students didn't think of careers as much as they do now. Today you hear, 'I've gotten my general education out of the way.' As if it's a barrier to what they really want."

Carolyn Russell, an English instructor at Rio Hondo College for 25 years and president of the Faculty Association of California Community Colleges, says the biggest change she's observed is "the expanding canon caused by the infusion of multiculturalism into textbooks and the curriculum." Courses are now "capitalizing on the contributions of people of color, women, Asians, and African-Americans. Students can now see themselves as part of the body of knowledge. When they read something by Richard Rodriquez it means something to them that William Wordsworth might not."

College of Marin Vice President for Academic Affairs Dona Boatright concurs. "When I started teaching in 1971 there were very few ethnic and women studies courses. Over the years they've come and gone, reflecting what is going on in society and in politics. In English and art, issues of culture and diversity have definitely changed the curriculum. Dead White males are no longer what's being taught."

The curriculum has also been affected by the system's open door policy which attracts a more diverse group of students, says Boatright. "We didn't serve disabled,

There are two fundamental equalizers in life—the Internet and education," said John Chambers, president and CEO of Cisco Systems. "E-learning combines these equalizers to revolutionize the way organizations around the world communicate and train their people."

People in the News

Appointments

David J. Agosto , vice president of student development and services at Cuyamaca College, has been named interim president of San Diego City College. Agosto was a City College student from 1966-68. He has held previous administrative position at Los Angeles City College and the California Community Colleges Chancellor's Office.

Henry M. Grennan was sworn in by Superintendent/President Ann Foxworthy. He will complete the remainder of Robert Grogan's term on the Allan Hancock board. Grennan, who is the coordinator for the teacher credential program at Chapman University, has been a classroom teacher, principal and administrator in local school for 35 years.

Rosa Perez, current interim president at Cañada and former vice-president at Chabot was chosen to fill the permanent position. She has also held senior-level administrative positions at Santiago Canyon College, San Francisco City College and at San Francisco CCD where she served as vice chancellor for educational services. Perez holds a bachelor's degree from Stanford, a master's degree in counseling from the University of San Francisco and is a doctoral candidate in higher education at Nova University.

Shirley Kelly, vice president of instruction for the past eight years at College of San Mateo, was elevated to president of that institution. She is credited with initiating or revitalizing a number of instructional programs and is also responsible for several successful new initiatives including the Middle College High School, Integrated Science Center and Learning Communities. Before coming to CSM, she held a number of administrative positions at San Francisco City College. She holds a bachelor's and master's degree in chemistry from Mills College in Oakland and the University of San Francisco, respectively, and a doctoral degree in education from the University of San Francisco.

remediation, ESL students 30 years ago. Society didn't feel the obligation like we do today."

MiraCosta College political science instructor Leon Baradat, a former president of the statewide Academic Senate and current chair of the Accrediting Commission, believes the curriculum is healthier than ever before. "Students are more sophisticated intellectually, better prepared, there is more writing and more collaborative learning." However, there is less consensus on what students ought to know. "Thirty years ago there was a general agreement that you needed psychology, sociology, history, English composition, English literature. But with gender and ethnic courses, we've lost our consensus in the profession. For example, general history or history from a woman's perspective? It may be good or it may be bad but I just know it's happening."

Mark Edelstein, the president of Diablo Valley College and a former statewide Academic Senate president, says he's disappointed in the "lack of development in the traditional segments of our curriculum. We've expanded in terms of multiculturalism but we haven't done enough to break down the walls between disciplines. All knowledge is interconnected. But if you look at our catalogs, you wouldn't have a clue of that. All our courses are divided by disciplines, such as politics and history. That doesn't make any sense."

The former English instructor-turned-college-president would also like to find a way to make the curriculum even more responsive to the changing world. "It's harder for us to divest ourselves of old programs than it is to start new programs."

Frances White, current interim president at Skyline College and former executive vice chancellor of the San Francisco CCD, will fill the permanent position. White served as executive vice-chancellor at San Francisco CCD, responsible for student services, instruction and budget matters. She previously served as interim chancellor for San Jose/Evergreen district and as a dean of instructional areas at Evergreen Valley College and Laney College. Dr. She holds a bachelor's degree in psychology and a master's degree in counseling from CSU Hayward, and a doctorate in education administration from the UC Berkeley.

Trustee named to state Student Aid Commission

Governor Gray Davis has appointed **Maria Elena Serna,** trustee on the San Joaquin Delta CCD board, to the California Student Aid Commission (CSAC). Serna who represents the Lodi area, was thrilled about the appointment. "It is an honor to be selected and to guide financial aid opportunities for our state's students. As a commissioner, I will have a unique opportunity to positively impact the future of our students."

A community activist involved in San Joaquin County politics and education for the past 31 years, Serna was elected to the SJDCCD board 1990, becoming the first Hispanic woman elected in San Joaquin County. She serves on the League's Advisory Committee on Legislation and Finance and is the regional representative for the Pacific Region of the Association of Latino Community College Trustees. She is the chair of the Board of Trustees Committee on Relations with Minority Communities and the founder of Cesar E. Chavez Scholarship fund at Delta College. She is also a member of the college's legislative advocacy team and is past-president of the California Association of Latino Community College Trustees.

Southwestern College employee will compete in Sydney Olympics

Racewalker **Philip Dunn's** hard work and training has qualified him as one of three US Olympic 50K team members. He is a two-time US Junior National Champion and a two-time US Senior National Champion. In 1998 he was the first US male walker to win an international medal, a bronze, in more than two decades at the 50K Pan Am games. Dunn works as a production assistant in the college's print shop and through a unique agreement with the ARCO Olympic Training Center in Chula Vista is able to

Chancellor Gallego agrees. "We have to be able to change content quicker. We still have a process that includes the academic senate, department chair, curriculum committee and numerous administrators. It takes forever. We have to be a little quicker on our feet. We have to be faster than the economy. If we aren't, we're going to lose a tremendous opportunity to serve the community by making students more competitive and by moving more students through the system."

This article was written by Ray Giles, the League's director of special services and a frequent contributors to The News.

How El Camino's curriculum has changed over the past 30 years

Based on a review of the 1970, 1984 and 1999 Fall class schedules:

- Only a few computer-related courses were found in the class schedule in 1970. By 1984 there were dozens of courses offered in business, electronics, computer science, data processing, and electronics technology. And in 1999, even more had been added, including computer science departments in both the business and math divisions.
- In the foreign languages, Spanish grew from 27 sections in 1970 to 42 offered this year. German had the largest drop from 20 sections 30 years ago to only three today.
- Programs that have disappeared: Airline stewardess training, drafting, industrial arts, metallurgy and Russian.
- Programs that have been added: Chinese, automotive collision repair, computer-aided design/drafting, early childhood education, architecture, environmental technology, and television and media communications.
- Special courses for the educational disabled were added in the 1980s and today include such courses as "Basic mathematics preparation for deaf and hard of hearing students" and "Reading skills for students with learning differences."
- The English department grew from 218 sections in 1970 to 281 in 1999 while the math program nearly doubled from 102 to 201.
- An honors transfer program was developed, including courses in macroeconomics, the solar system and "ethics, law and society."
- And for those needing special help "Academic Strategies" was developed.

train hard, compete on a very difficult schedule and still retain his employment.

Community college librarian named director of Library of California

From a nationwide recruitment effort, **Diana Paque**, head librarian at Solano Community College has been selected as the director of the newly created Library of California. She will be creating a consortium of all 8,000 public, school, academic, and special libraries in California. When fully realized, the Library of California will become one of the most extensive information networks in the world, electronically linking the resources of different kinds of libraries in all regions of the state, and making them available to all residents.

Two new members on BOG

Governor Davis has appointed **Linda M. Griego**, managing general partner of Engine Co. No. 28, a restaurant she founded in Los Angeles in 1988, and **Catherine L. Unger**, a private public affairs consultant to the Board of Governors. Griego previously worked for the City of Los Angeles as deputy mayor for Mayor Tom Bradley and served as the president and CEO of Rebuild LA, a riot recovery agency. Unger has worked in public affairs since 1983 and has represented various clients involved in education. Currently, she represents the University of Southern California's Annenberg School for Communication.

Awards

Redwoods instructor awarded state honor

"Just doing his job" was how **Dennis Bakke** described volunteering to manually disable 87 sticks of unstable dynamite. Bakke, who teaches automotive mechanics at College of the Redwoods, was awarded the California Medal of Valor for risking his life save others. Bakke was helping fight a major forest fire in northern California in October 1987 while serving as a staff sergeant in B Company 579th Combat Engineers of the California Army National Guard. The dynamite was discovered in an abandoned mineshaft underneath a bridge over the only supply route to the fire. He and two other men neutralized the crystallized dynamite; then transported and disposed of it.

National awards to Santa Ana student publications

The Santa Ana College students newspaper *el Don* received its sixth consecutive national Community College Newspaper of the Year

offering math anxiety and "prewriting" workshops and classes in thinking skills, memory techniques and listening and note-taking strategies.

Efforts to Cut Textbook Prices Mount as Prices Continue to Climb

Orange Coast College student Ryan Simpkins was so concerned about the high cost of textbooks that he decided to try to pass a law. As a result, the 21-year-old film major is now heading up a statewide campaign to have the state legislature eliminate the sales tax on any college textbooks sold in California.

"When you take into consideration the fact that the vast majority of students are subsisting on meager incomes, that adds up to a significant savings," says Simpkins. Full-time students spend an average of $648 on textbooks annually, according to a 1998 state report. By eliminating the sales tax, students would save approximately $50 to $60 a year. "Most students have little disposable income available to them," says Simpkins. "We'd love to get publishers to reduce their exorbitant textbook prices, but that seems unlikely."

The high cost of textbooks in California community colleges—some math and science books now cost over $100—is frustrating to the campus bookstore managers, as well. "The tension is rather high in the store during the first week of classes," reports Larry Kraus, manager of the store at L.A. Pierce College, where full-time students pay $165 a semester for tuition and about $350 a semester for books. "Students are very verbal about the money they have to pay out."

Says John Working, the bookstore manager at Sacramento City College, "I've got to believe there is some top number at which the prices will level out. It surprises me that they keep going up."

A survey of community college bookstore managers finds math and science books the most expensive with English books generally the most reasonably priced at $30 to $40 each. According to the store managers, textbooks are expensive because of a number factors:

- The relatively low number of copies printed

award from the Associated College Press (ACP). The paper has swept the three major national collegiate newspaper titles—ACP National Pacemaker, Best of Show and national College Newspaper of the Year. The student magazine *West 17th* also came away with the inaugural College Magazine of the Year honor, competing with two-and four-year colleges and universities. *West 17th* also captured Best of Show honors. The student publications were recognized for excellence in editing, reporting, design, and content.

ACCCA presents awards

E. Jan Kehoe, superintendent/president of Long Beach CCD and **James Walker,** president of Moorpark College each received the Harry Buttimer Distinguished Administrator Award for 2000. The award is presented annually to an outstanding CEO who demonstrates the qualities of the late Contra Costa chancellor—integrity, compassion and leadership.

ACCCA also recognized **Robert Griffin**, vice president of student services at De Anza College and **John Renley**, vice chancellor of human resources for the Coast district with its **Leadership Award for Administrative Excellence.** To be eligible, an administrator must have served 5 years in a California community college demonstrating creativity, innovation and service to the college and community.

The 2000 **Mertes Award for Excellence in Community College Research** was presented to **William Armstrong**, research director for the San Diego district Continuing Education Centers. The award honors well-crafted research that benefits the mission and goals of the California Community Colleges.

Retirements

Dean Strenger, president of Santiago Canyon College since 1997, has announced he will leave his position effective July 31, 2000 and will be reassigned as a mathematics instructor for the Fall 2000 semester. Strenger arrived at SCC in 1992 when it was known as the Orange Campus of the district. He was instrumental in the district's development into a two-college structure in 1997, as SCC earned approval from the California Community Colleges Board of Governors as the state's 107th community college.

PHOTO CAPTION

- The high cost associated with checking and double-checking facts and figures
- Color pictures, graphs and charts
- High quality paper used for the text pages

Students can, however, save considerable cash by selling back to the bookstore their books and then buying used books whenever possible, says Andrea Morgan, the director of bookstore operations for the San Mateo County CCD. Most community college bookstores, according to Morgan, buy back used books at 50% of the new book price and sell them to students at 75% of the new book price. "It's about the only guaranteed way students can reduce their textbook expenses." (According to Morgan, the San Mateo college bookstores run on a "thin" profit margin of three to four percent after all salaries, equipment, and renovations are paid from gross revenue.)

L.A. Pierce is experimenting this year with an innovative cost-saving plan for students: a textbook leasing program. Initiated, says Kraus, "after realizing that textbook costs can be three to six times the cost of what the college charges in tuition," the pilot program allows students to lease a new book for 50% of the price of a new book and then 34% of the new book price each subsequent semester that same book is used. Students, in effect, are paying for the depreciation of each book.

"I've studied the economics of this program very carefully," says Kraus. "I've run the numbers through financial models on my computer a number of different ways. The key to making it a success is that the book must be rotated through the student body four semesters. If we do, then we can cover our costs and turn a small profit."

Students, Kraus adds, "are delighted with the concept. We've received very favorable feed-back."

The Internet may also hold promise for keeping book prices down, some believe. There are now e-commerce businesses specifically targeting the textbook market, including Varsitybooks.com, Textbooks.com, and Bigwords.com. Each promises to save customers up to 40%. How much they actually save students is still up for debate. The National Association of College Stores has sued Varsitybooks.com accusing the on-line bookseller of making

Brian Conley, president of the Rancho Santiago district board of trustees and a faculty member at Coastline Community College, presented his painting of the State Capitol to Assemblymember Lou Correa in his Capitol office.

Of Interest on the Web

In addition to all the features and sections you've come to rely on in the printed version, the *Chronicle of Higher Education* has an extensive Web site. Its newest service is a listing of community college news and jobs. There also are links to a variety of national community college resources.
www.chronicle.com/cc/

Orange Coast College professor and recognized authority on the psychology and sociology of film, H. Arthur Taussig, has launched a site on family values and the cinema. The site contains a library of over 1,000 film reviews to he!p parents make informed decisions about what they want their children to watch. Taussig doesn't review acting performances or directing, he looks at the underlying message, the socio-political and mythic aspects of films.
www.filmvalues.com

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http://one.fhda.edu/main.html

If you know of Web sites that might be of interest to educators, please email them to trische@ccleague.org.

"false and misleading advertising" claims regarding its discount promises. "In truth and fact," claims the national association, "Varsity offers only a small percentage of its textbooks at 40 percent below the prices charged by on-campus bookstores and other online competitors."

Don Newton, the general manager of the City College of San Francisco bookstores (there are seven stores at the college's nearly dozen sites), believes the online stores aren't yet able to meet most students' needs. "First, students want books the first day. Second, 20% of students need to exchange or return books within a few weeks. And third, most students are not prepared to go through the hassle of returning a book bought online, finding a box, putting it in the mail and reordering new books while in the midst of the clamor of the first week of classes." Newton does believe, however, that college bookstores would be wise to set up their Web-sites so students can order online and then pickup and return books right on campus.

Any price advantage online textbooks companies currently enjoy because of the current ban on Internet taxation would, in fact, disappear this year if Ryan Simpkins' effort to eliminate the sales tax on college textbooks succeeds. This month, the legislature will begin hearings on AB 2348, which would exempt college textbooks from both state and county sales taxes.

Simpkins, who serves as business manager of the Associated Students of Orange Coast College, has the support of the California Student Association of Community Colleges as well as the CSU Student Association, UCLA, and USC, where he plans to transfer this fall. "The tax savings on textbooks will be just as welcome to me at USC as it would were I still at Orange Coast. The sales tax exemption is something that will benefit all college students, no matter what institution they attend."

This article was written by Ray Giles, the League's director of special services and a frequent contributors to The News.

Community College League of California

TheNews

EDUCATION CENTERS PLAY CRITICAL ROLE

ON CAMPUS

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SUMMER 2000

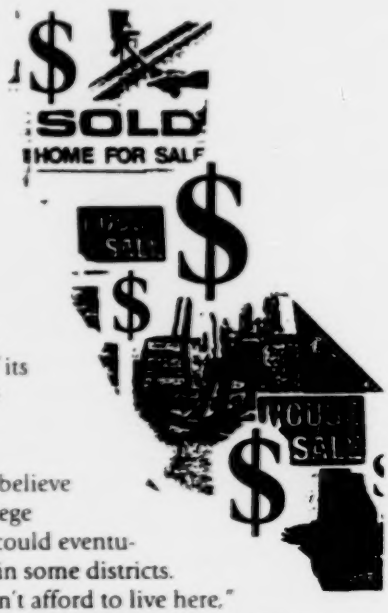
SKY-HIGH HOUSING PRICES BEGIN TO CONCERN COLLEGE LEADERS

IS LIVING NEAR WORK AN IMPOSSIBLE DREAM FOR SOME STAFF?

Alan Chandler and Chris Clark both teach at colleges in the Silicon Valley. Both also live in the Central Valley city of Tracy, 50 miles from their classrooms.

"I make $67,000 a year as an instructor and division chair at Mission College and I don't qualify to buy a home in Santa Clara," says Chandler. "You can't just move into town and buy a home here unless you've got $100,000 laying around for a down payment." He estimates his $296,000 four bedroom home in Tracy would cost $750,000 to $1 million in Santa Clara.

Clark also lives in Tracy, an hour and a quarter drive from his job at West Valley College in Saratoga. Clark and his family would like to live much closer to the college but, like Chandler and other community college employees working in the heart of Silicon Valley's hyper-inflated housing market, he just can't afford it.



"I got a three bedroom, two bath for $185,000," says Clark, a second-year counselor. "The same home near the college would have been $700,000 to $800,000. It's incredibly frustrating. And ridiculous. The only people who can afford to live here are people with stock options in high tech."

Worth magazine, a monthly investment publication catering to the rich, recently conducted a national survey of the 250 most expensive cities to live in. Saratoga was near the top of its list. The median price of a home sold during the past two years: $850,000.

Many community college leaders, including Marchelle Fox, president of West Valley College, believe extravagant and inaccessible (to community college employees, at least) housing costs in California could eventually impact the quality of teaching and learning in some districts. "The word is out around the country that you can't afford to live here," reports Fox. Faculty hiring pools at colleges like San Joaquin Delta and Modesto Junior College in the Central Valley have twice as many candidates, she says. The high cost of living is also hampering diversity efforts. "We're still getting

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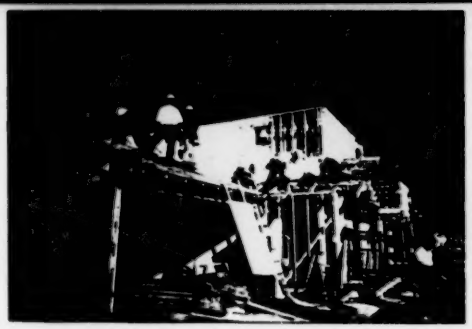
Sky-High Housing Prices Begin to Concern College Leaders



good quality candidates but the pools are not as ethnically diverse as we want."

Kirk Avery, the president of Monterey Peninsula College, says the high cost of homes in his district (Carmel and Pebble Beach are two of the pricier neighborhoods in his service area) is turning new faculty into a "class of renters or commuters. And we've lost key hires. They come and say, 'My God, I can't afford it.'" With the average price of a home over $400,000 and mortgage companies wanting 20 percent down, it's tough for a young faculty member to come up with $80,000, says MPC Vice President for Academic Affairs, Carol Bogue-Feinour. "Our faculty candidate pools have been extremely small."

Monterey Peninsula and West Valley College aren't alone or even unique. Of the 20 cities listed by *Worth* as having the most expensive housing in the nation, 14 are found in California. Number two and three on the list are in the district next door to West Valley, the San Mateo CCD.

> "We've lost key hires. They come and say, 'My God, I can't afford it.'"
> –Kirk Avery
> Monterey Peninsula College

San Mateo, which includes the super-expensive communities of Atherton (median price of homes sold during March 2000: $3.4 million) and Hillsborough ($2 million), attracted only two applicants for a recent dean's position. The high cost of homes in the elite neighborhoods are concurrently pushing up prices in towns that were once known as "affordable"—Daly City, South San Francisco and East Palo Alto. Homes there are now $450,000 and up. As a result, part-time faculty who already live in the community have, in many cases, the best shot at full-time teaching positions.

"People can't imagine what it's like here," says Chancellor Joe Johnson. "From Marin County to San Jose, it's absolutely crazy!"

According to national and state figures, the average price of a single-family home in the U.S. is $133,300. Recent housing prices in California's Central Valley averaged $129,600 and in the high desert region $81,300. But in Los Angeles the median price of a home in March jumped to $202,350, San Diego increased to $257,000, Orange County reached $304,400, Santa Barbara $313,000, Monterey $408,000, San Francisco $446,900, and Santa Clara County—ground zero for the Silicon Valley—$539,900. And in each of these areas (except the high desert) prices in the past year increased, with prices in the Silicon Valley jumping 52%.

At Foothill College in Los Altos Hills (median price of a home: $1.4 million), Gene Seelbach, dean of physical sciences, math and engineering, says they've lost faculty candidates to community colleges in the Central Valley because of housing costs and to local private industry because of pay. "Salaries are skyrocketing here just like housing costs. We're hit with a double whammy." Seelbach's 23-year-old nephew, a computer science major in college, makes more than he does.

In some community college districts, like Lake Tahoe and Coast (where a typical Newport Beach home sells for over $600,000), there are pockets of extremely expensive homes (i.e. a home *on* Lake Tahoe) but there are also neighborhoods of affordable housing beginning at $200,000.

But in several districts, including Santa Monica, Santa Barbara and Marin, the price of housing has skyrocketed to the point that college officials are beginning to worry about how their colleges will be affected if prices continue to head into the stratosphere.

Only 30% of the staff at Santa Monica actually live in the district, reports Dorothy Gelvin, dean of human resources. "Whenever we have a candidate we want to hire we brief them on Southern California sticker shock. There are pockets of affordable housing in the area but what we consider affordable prices are often a big surprise to folks coming from Missouri or Michigan."

At Santa Barbara CCD, where homes sold for $332,000 on

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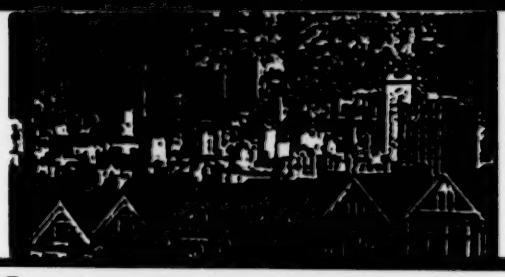

average in the first quarter of this year, President Peter MacDougall says "affordability is a major issue in terms of recruiting new employees." Although the college thus far has been successful in attracting good faculty, "I can't help but think that over time, it's going to hurt our district."

The solution? Santa Barbara is in the early stages of exploring a joint project to develop affordable housing for employees. The college is also part of the Coastal Housing Partnership, a consortium of private and public employers working to assist employees in becoming homeowners in the local community. Services include financial assistance with down payments, mortgages and closing costs.

College of Marin (where homes recently sold in Kentfield averaged $1 million plus) is in the process of hiring 11 new faculty, says President Jim Middleton. "So far we've gotten pretty good candidates. But it does restrict you to people who are already in the area, like part-time faculty. Which, in turn, accentuates the negative side of inbreeding. You don't get the diversity of experience and training or the cross-pollenization of ideas."

Middleton has proposed that affordable housing be built at the 333-acre Indian Valley Campus. He'd like to see condominiums that offer five-year leases to new faculty.

San Mateo is finding faculty candidates by recruiting across the Bay in Alameda County, where housing is much more affordable. Chancellor Johnson is also moving to increase salaries by doing away with the first three steps on the faculty salary scale. "We have high school districts in our area that pay more than we do. It's a complex problem."

At Monterey, President Avery says his foundation wants to get involved in helping solve the problem. One idea that has been discussed is providing housing subsidies for staff. "But it becomes a collective bargaining issue and do we give priority to new faculty? What about the other faculty? What would our liability be?" One strategy that has worked is to pair new out-of-state faculty with veteran faculty who know the area well, including neighborhoods with affordable prices.

Linda Salter, chancellor of the West Valley-Mission

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California too expensive: "Can't take advantage of its advantages"

When Karen Glos came from San Antonio, Texas in 1997 to be the executive assistant to the chancellor at West Valley-Mission CCD, she doubled her salary. But it still wasn't enough to afford a home in the super-priced housing market of the Silicon Valley. Two years later she left California for Kansas, where today she's dean of instruction at Barton County Community College.

"I love California, the activities, the people," she says ..."But the bottom line is I rarely had enough money left to take advantage of its advantages."

"I love California, the activities, the people," she says from her office in Great Bend. "But the bottom line is I rarely had enough money left to take advantage of its advantages."

Prior to moving to the Bay Area from San Antonio she had studied the cost of living in the Bay Area, including housing. "I was still totally flummoxed by the cost of housing and the lack of housing." In Texas she had a "beautiful apartment, with all the amenities," for $640 a month. In Saratoga, where the West Valley-Mission district office is located, a one-bedroom cottage would have cost her $2,000 a month, plus $5,000 upfront for first and last month's rent and a security deposit. She ended up getting a 600-square foot studio apartment through a friend of a friend for $1,500—half her take-home salary. "And I was happy to have it."

Last year she moved to Great Bend, a town she described as "four-and-a-half hours from the nearest Starbucks." Instead of $90 to dry clean three dresses, she now pays only $27. Her two-bedroom, 800 square-foot apartment costs her less than $400 a month.

"I've gone from one extreme to the other," Glos laughs. "I wouldn't go back to California unless someone handed me an apartment."

Educational Centers Play Critical Role in Bringing Programs, Services to Underserved Portions of Many Districts

If California community colleges are the national model for accessibility in public higher education, then the colleges' off-campus educational centers most certainly qualify as the quintessence of customized accessibility.

In district after district, educational centers are providing important and often unique educational opportunities for unique portions of California's increasingly diverse cities and towns. The examples are numerous and statewide. Here are just a few.

Watsonville Center

The Watsonville Center of Cabrillo College is only 13 miles south of the main campus in Aptos but serves the unique needs of students in the Pajaro Valley. For one thing, all office and instructional support staff speak Spanish. "Eighty percent of our students are Latino," says campus director Rachel Mayo. "And a large percentage of that group is first generation."

Before the center was built six years ago, many of the students in the area went to Hartnell College in Salinas which, like Watsonville, is an agricultural community. The Watsonville Center has brought those students back to the Cabrillo district. To meet enrollment growth demands, Watsonville is building a new three-story classroom that will more than triple enrollment at the satellite campus. The new building will include three computer labs, science labs, a bookstore, lecture room and offices for instructors, counselors and administrators.

Prospective students interested in seeing the campus from the comfort of their homes can do so by taking a virtual tour at www.cabrillo.cc.ca.us/affiliate/watsonville. The self-guided tour allows the viewer to go anywhere they wish with a click of their mouse.

Moreno Valley and Norco

Riverside City College is flanked on both the east and west by educational centers in Moreno Valley and Norco, two fast growing communities in the Inland Empire. According to Richard Tworek, provost of the Moreno Valley center, both centers were established in 1991 and today offer a full-range of academic and student support programs. Moreno Valley also offers health sciences, business technology and public services programs while Norco offers engineering, agriculture and manufacturing programs.

Both, says Tworek, are planning to seek accreditation status as colleges in the coming years.

Becoming a college will allow the institutions to seek categorical funding and, because more than 50 percent of its 6,000 students are minority, Moreno Valley will be eligible to seek federal grants geared to minority institutions.

Lompoc Valley Center

Allan Hancock College has been offering off-campus programs since 1957, when it established a center at nearby Vandenberg Air Force Base. In 1974, it opened its Lompoc Center in a local mall. Last year, the challenge of providing adequate facilities to accommodate the needs of both the Lompoc and Santa Ynez valleys was realized when the college moved into its new 58,000 square-foot, $22 million Lompoc Valley Center.

The new center includes more than 270 networked, Internet- and Intranet-capable computers, five computer labs, a state-of-the-art visual arts studio, multimedia presentation systems in the classroom and a fully-equipped high-tech science lab.

The center, says Roger Welt, executive dean of off-campus programs, has "energized" the local community. "Watching the community come together and support the new center has been the highlight of my career." The transition from a store-front operation in a local shopping mall to a new high-tech center has resulted in a 60 percent increase in enrollment in the past year.

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Education Centers Play Critical Role

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Training Center in El Monte

According to Vice President Ding-Jo Currie, Rio Hondo College's long-term goal is to establish educational centers in each of the cities it serves. Why? "Access. We are moving to a customer service approach where we take our programs out to the customer. The way you do that is to be cognizant of the lifestyles people live and respond to that."

As a result, the new Training Center in El Monte will be a seven-day a week operation, including Sunday classes. The location is right off the freeway with plenty of convenient parking. "We don't have enough parking at the main campus to grow much more," Currie explains. "So we want to take our programs to El Monte, Whittier and Santa Fe Springs."

The center in El Monte was expanded this year in both square footage and curriculum. It now houses nearly all the college's short-term business training courses as well as the college's police academy.

Cerro Coso: One college, six locations

Cerro Coso College's service area is about the size of an average America state, 18,000 square miles. It's population, however, is the size of an average American city, 85,000. To meet the challenge of providing access to residents scattered over such a large area, Cerro Coso has centers at Edwards Air Force Base in southern Kern County and Mammoth Lakes 160 miles due north in Inyo County, as well as centers at Isabella Lake and Bishop in between.

The four centers enroll 1,050 FTES, according to Vice President of Student Learning Patricia Knapik while the main campus enrolls 1,450. In order to ensure maximum opportunity for a college education, Cerro Coso also offers an on-line college that enrolls another 400 FTES. "With our main campus in Ridgecrest, we call it one college with six different sites," she says.

Downtown Campus

The San Francisco Centers

At the other extreme from Cerro Coso is City College of San Francisco, where 40,500 students are enrolled at seven centers (called campuses), all located within 10 miles of each other. "We try to offer classes suitable to the neighborhoods," says Frances Lee, vice chancellor of academic affairs. "We like to think that because we are in the communities, we can get our courses inline with what people want."

Classes at the Chinatown/North Beach campus are mostly English as a Second Language and citizenship, reflecting the fact that since the 1860s the neighborhood has been a destination spot for immigrants from throughout the world, particularly Asia. "We don't attract your typical 18-24 year old community college student," says Joanne Low, dean of the campus. "A majority are over 35 years old and many are immigrants preparing themselves for a job or citizenship."

Mission Campus

The Mission campus has developed a strong job-training program, as well as ESL, citizenship and literacy training aimed at helping its mostly Latino population. "Everything here is the result of community demand," says Dean Carlotta del Portillo. For example, the campus offers a working adults degree program – del Portillo calls it "a fast track to an AA" - that meets one night a week and on Saturday and

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On CAMPUS in the News

$2 Million Awarded for Environmental Studies Center

The Steven and Michele Kirsch Foundation has awarded a $2-million grant to help fund a $12-million, 34,000-square-foot environmental studies center to be built at **De Anza College.** The energy-efficient, climate-responsive building will be named the Kirsch Center for Environmental Studies and will serve as a national model to educate new generations on becoming environmentally aware citizens.

The Kirsch Foundation expects the value of the $2-million grant to be multiplied many times by virtue of new "green building" standards that should emerge from the successful construction and use of this particular facility, said Kathleen Gwynn, president and CEO of the Kirsch Foundation.

"It is imperative that innovative projects such as this one are supported," she continued. "We can make progress in addressing environmental issues only through demonstrating that energy efficient and renewable energy technologies work. All of us need to tread more lightly on the earth."

The proposed building fits both the environmental and local community aspects of the Foundation's mission, it will be the first of its kind in this part of the country, and it demonstrates creativity in using various technologies. In addition, the district has already committed $6 million in bond measure funds to the project with the goal of raising the other half through individual and corporate donations.

The Kirsch Center for Environmental Studies will be built adjacent to the college's 1.5-acre Environmental Studies Area (ESA). It was created in 1971 by faculty member Doug Cheeseman to show students and community members why it is important to value and preserve the environment. The ESA features 12 habitats found only in California, is used extensively as a laboratory by De Anza students, and is toured by thousands of school children every year. De Anza's Environmental Studies Program has already been recognized by the California Energy Commission with $740,000 in grants to develop a statewide energy management training program for community college personnel responsible for heating, cooling and lighting systems.

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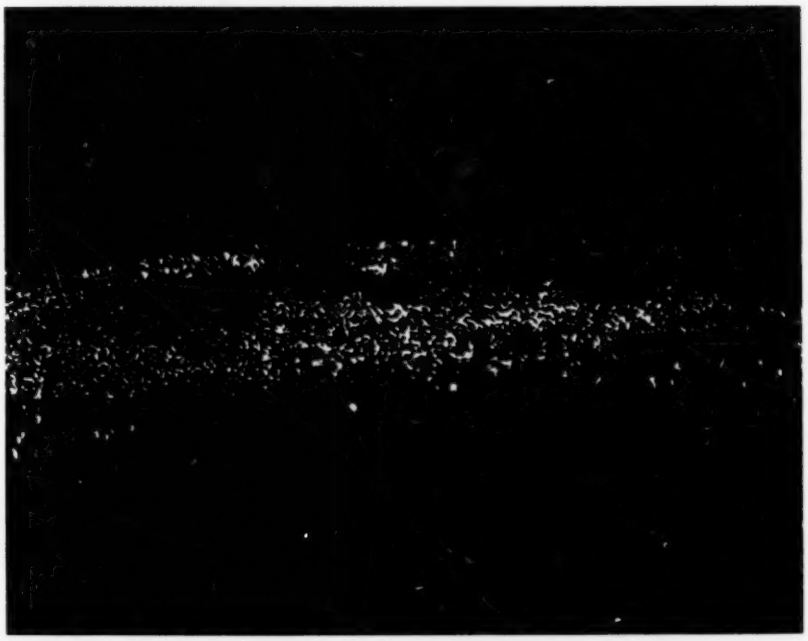

ORGANIZATIONS in the News

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Educational Centers Play Critical Role

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includes a telecourse. Eighty-percent of the students are Latino moms, says the dean. "Our goal is to reach out to the local population and deliver education when it is possible for them to attend."

Tracy Learning Center

The lure of affordable housing for Silicon Valley workers has turned the city of Tracy in the San Joaquin Delta CCD into a booming bedroom community for high-tech commuters. Delta College has responded by partnering with the city and the unified district to open the Tracy Learning Center.

The federal government donated the land for the 200-acre site. The city is building a high-tech business park and the unified a K-8 school. The Learning Center opened last Fall with 50 courses and will increase that number to 65 this coming fall, says associate dean Jessie Garza-Roderick.

"One of our priorities will be to respond to the high expectations of the community," says Garza-Roderick. "There are a lot of Ph.D.s from high tech living in the community that expect a top quality education for their kids. We'll offer not only a comprehensive transfer program but opportunities for advanced placement for high school seniors." One of the goals of the center will be to become a feeder campus for the future University of California campus in nearby Merced.

Community Learning Center in Oceanside

This fall MiraCosta College will open its new $7 million Oceanside center, housing the college's noncredit programs and some new credit courses. According to Lynda Lee, dean of community education, local students asked that the college consolidate classes currently at 40 different locations onto the new site in order to more closely replicate the experience of attending a college campus.

The center is also part of a unique community partnership organized to promote education, job training and neighborhood safety. The center, says Lee, is located in the middle of two neighborhoods that are fighting drugs and gangs. "We're committed to serving a population that without the center might never make it to the main campus."

South Centers in Fresno and Kings County

Reedley College offers classes at nine centers throughout its rural service area, each offering courses that meet transfer, general education and graduation requirements, according to Associate Dean Al Foletta. From Dinuba in Kings County to Sanger in Fresno County, the college offers classes to residents in small towns hampered by both limited financial resources and transportation.

"We serve an agriculture based economy with relatively little industry or technology," says Foletta. "There is also very little growth. But these small communities need access to higher education. If we don't reach out to them, many of them just wouldn't have the benefit of a community college education."

This article was written by Ray Giles, the League's director of special services and a frequent contributor to The News.

Growth of Centers Projected

There are more than 20 outreach programs currently seeking official recognition by the State of California as educational centers, says Fred Harris, director of the Chancellor's Office facilities planning unit. When approved, the number of community college centers will reach over 65, a 40 percent increase over the 45 centers currently in operation.

Educational centers, Harris explains, are off-campus facilities that are administered by a college, enroll more than 500 FTES (full-time equivalent students), have an on-site administrator, offer programs leading to degrees or certificates but do not grant degrees and certificates. They are also eligible for state capital outlay money. As a result, if they are growing, they can seek state funding without the college having to also be eligible for capital outlay funding.

"There is a lot of growth taking place around the state, especially in the suburbs and in rural regions," says Harris. "Centers make it possible for colleges to reach those students without the tremendous expense of starting a new college."

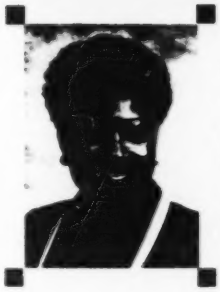
PEOPLE in the News

CEO Appointments

Donald Averill was named the new chancellor of the San Bernardino Community College District effective July 1. He comes to SBCCD from Palo Verde CCD where he was superintendent/president. Averill has 14 years of teaching experience in his 39-year career. His administrative experience includes service as VP of instruction and dean of instruction and career education at Glendale College. He has held offices in numerous academic and civic organizations. Averill completed his doctorate at the University of LaVerne and holds master's and bachelor's degrees from CSU Los Angeles.

Adriana Barrera, former president of El Paso Community College in Texas, has been named president of Los Angeles Mission College. She was executive assistant to the president prior to being named interim president and finally president at El Paso. Barrera is credited with expanding the college to serve 3,000 additional students, as well as putting in place a more inclusive decision-making process. Since 1998, she has been a freelance educational consultant. A Texas native, Barrera received a bachelor's degree in business administration and a doctorate in psychology from Texas Tech University.

Deborah G. Blue has been selected by the Peralta district board as the new president of Laney College effective July 1. Blue comes to Laney from Sierra College, where she has served as vice president/assistant superintendent of educational programs and services for six years. She is a native of Decatur, Illinois, earned her masters and doctoral degrees in speech and hearing science from the University of Illinois, Champaign-Urbana. Blue has been an instructor at every educational level, from K-12 through two and four- year institutions. She also has served in a variety of administrative positions, including assistant dean of community education at Contra Costa College from 1989-91, and associate dean of instruction at Fresno City College, from 1991-94. Blue resides in Vacaville with her husband Stan Arterberry, who is superintendent/president of Solano CCD.



Mark Rocha, provost (chief academic officer) of Seton Hall University since 1998, has been named president of Santiago Canyon College effective August 1. As provost, Rocha was responsible for the institution's substantial investment in on-line education. He established a graduate studies division as well as its continuing and extended education college, and brought entrepreneurial focus to academic programs. Rocha is a

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CCCT board president **Fritz Wenck** (Lake Tahoe)and CCCT member **Lew Braxton** (Merced) join in honoring fellow trustee **Brenda Knight** (Peralta) as she received her associate degree from Laney College. Knight also serves as an officer of the national Association of Community College Trustees.

PEOPLE in the News

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former Fulbright Scholar and lecturer in American literature at the Universidad Simón Bolivar, Caracas, Venezuela. Rocha also has served as dean of the college of arts, humanities and social sciences at Humboldt State University, and was an associate dean in the college of humanities for CSU Northridge. He earned a PhD in English from the USC, and holds a master's degree in English from CSU Fullerton and a bachelor's degree in English from Villanova University.

Gloria Macias Harrison, has been named president of the Crafton Hills College in the San Bernardino district. A native of San Bernardino, Harrison has served as CHC vice president of instruction since 1994. She was at San Bernardino Valley College for 25 years prior to that in a variety of positions including instructor of Spanish, department chair in foreign languages and humanities chair. Harrison earned an associate degree at SBVC in foreign languages then went on to earn her BA and MA in Spanish literature at UC Riverside. She is founder of the El Chicano newspaper and she and her family publish nine other weeklies in San Bernardino and San Diego counties.

James T. Pulliam, interim superintendent/president for Copper Mountain CCD has been appointed to the permanent position effective July 1. After voters passed Measure A in 1999, the new Copper Mountain CCD implemented a national search, which yielded 56 applicants "Mr. Pulliam has been an exceptional leader at CMC," stated Board of Trustees President Virnita McDonald. "His example has been an inspiration for all the college. The Board is happy that he has accepted the permanent position of superintendent/president and we are looking forward to working with him as we proceed toward accreditation."

Linda M. Spink has accepted the presidency of Los Angeles Harbor College. She's been the superintendent/president of Antelope Valley CCD since 1996, and prior to that was vice president of instruction at Mohawk Valley Community College in New York. She is the first woman to serve as president in the college's 50-year history. In making the appointment, the board welcomed her experience, creativity and innovative spirit. "She has demonstrated the ability to develop cutting edge academic programs while increasing student enrollment and access. Her success in raising funds and in building new facilities, and working closely with employers and the local business community are skills that are critical at Harbor College," said board president, Kelly Candaele.

Other Appointments

George R. Boggs, superintendent/president of Palomar CCD since 1985, has been selected as the new president/CEO of the American Association of Community Colleges in Washington, DC. As head of AACC, Boggs assumes leadership of the nation's 1100 two-year colleges, the largest single sector of higher education. He brings to the job over 30 years' experience as an educator and an extensive portfolio of leadership activities at regional, state and national levels. A prolific writer, Boggs has authored more than 50 articles or chapters and has lectured extensively on key higher educational issues including faculty preparation and evaluation, leadership development, college governance, developmental education, and cultural diversity. He is expected to assume his new position in mid-August.

Amy B. Dean has been appointed to the Board of Governors. She is the CEO of the South Bay AFL-CIO Labor Council and founder of Working Partnerships USA, a research, education and outreach based non-profit organization committed to economic development of state and national employment policies.

The California Community College Trustees Board of Directors has selected **Luis Villegas** (Santa Barbara) to fill the unexpired term of immediate past president, **Pete Tafoya,** (Ventura) who resigned to accept a fellowship to study at National Defense University in Washington DC.

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PEOPLE in the News

Trustee Appointments

John Leotold, (Cabrillo) replaces **Marla Henry,** who resigned. **Lee McDougal,** (Chaffey) replaces **Paul Treadway,** who retired. **Alexander McGeoch,** (Mendocino-Lake) replaces **Charles Zimmerman,** who resigned. **Will Smith,** (Redwoods) replaces **Leslie Lawson,** who resigned. **Robert Urango,** (Long Beach) replaces **Patricia Lotland,** who resigned.

Interim Appointments

Ione Elioff, former interim president of Laney College has been named interim president for Vista College in the Peralta district. She replaces **Barbara Beno** who has accepted a position as acting assistant chancellor for human resources and educational services.

Lincoln Hall, retired superintendent/president of Sequoias CCD, has been appointed interim president at Porterville College effective July 13. He replaces **Bonnie Rogers** who is returning to her native Kentucky to accept the presidency of Hopkinsville Community College.

Morgan Lynn, vice president of academic affairs and provost, appointed interim president of Cerritos College, effective June 15.

Patricia Sandoval, psychology instructor, has been named interim president for Antelope Valley College effective July 3. She will step down from her position as academic senate president during the appointment.

Al Stremble, assistant superintendent/vice president of instruction at Palo Verde, has been named interim president of the college, effective July 1.

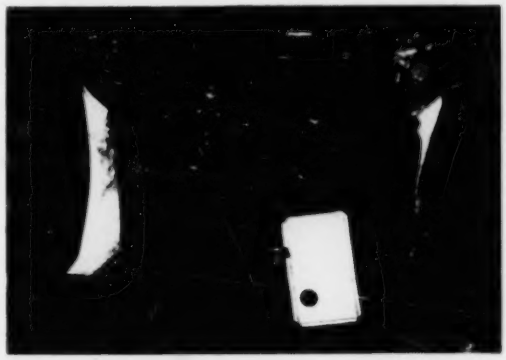
Effective July 1, **George Yee** becomes interim president at Merritt College in the Peralta district, following the retirement of **Wise E. Allen** June 30. Allen had been president since.

Awards

Enriqueta Ramos, vice president of the Rancho Santiago district board, was honored by the Latina Leadership Network (LLN) with its Madrina Award at the network's annual conference. Ramos is the first person ever to receive LLN's most prestigious award twice. The Madrina Award is given each year to individuals who contribute time and energy to promote the interests of Latinas within California's 107 community colleges.

Cosumnes River College counselor and instructor **Teresa Walker Aldredge** has been named the Full-Time Faculty Member of the Year by the Faculty Association of California Community Colleges. "Professor Aldredge is a committed faculty representative with follow-through, persistence, and fearless attitude on tackling tough issues," said Rosalie Cuneo Amer, a librarian who nominated Aldredge. "She is willing to take on issues for faculty with tenacity and professionalism." Aldredge will receive the award at the FACCC annual conference Sept. 21-23 at the Queen Mary in Long Beach.

Juliette Bryson, science instructor at Las Positas College has been named the only community college winner in the nation of the prestigious 2000 Responsible Care Catalyst Award, given by the Chemical Manufacturers Association (CMA). The $5,000 award honors educators who excel at teaching science and chemistry.



***Lake Tahoe Community College** was surprised with an award from Governor Gray Davis for its foreign language program. The Governor's representative, **Nancy Zarenda** presented the award on behalf of the State of California to **Diane Rosner,** LTCC department chair of foreign languages (holding award) **Guy Lease,** LTCC president (r) and **Fritz Wenck,** board president. The college's intensive Spanish Summer Institute was the main reason for the award, but Zarenda also commended the college on its work on other language programs, including sign language and English as a Second Language.*

On CAMPUS in the News

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4-Yr Degrees Possible on Community College Campus

Making four-year degree programs accessible to more students, particularly minority students, is a goal shared by **Cañada College** in the San Mateo district, and San Francisco State University. The bachelor's degree is essential for students to get many local area jobs.

A partnership between the college and SFSU would allow Cañada students and those from adjoining colleges to transfer to SFSU without leaving campus. One of the first steps is to get state funding for the project and officials from the two institutions are hoping the legislative sponsors will be successful in their attempt to secure funding for the project. The San Mateo district board has already contracted for $100,000 for project management.

Local area businesses have a need for highly educated and trained employees making the most likely degree offerings to be in teacher education, engineering, biotechnology, computer science, health sciences, and business administration.

"The hope is to offer the first two degree programs in the fall of 2001," said Cañada president, Rosa Perez. Commuting to San Francisco is a serious challenge for Peninsula students. "For people who live and work here," said Perez, "this program is a real solution to the barriers they face."

Assemblymember Ted Lempert (D-San Carlos) said the collaboration makes efficient use of space—SF State is jammed with students and Cañada has space—and he is helping to secure funding for the program.

CSUS Partners with Sacramento Area Colleges to Offer Teaching Certificate Program

A new certificate program for those interested in teaching at the community college level will be offered by CSU Sacramento in cooperation with **Los Rios, Sierra,** and **Yuba** community college districts and DQ University. The program is designed to prepare new masters degree holders with the skills necessary to teach in the community college and to provide professional development for current community college faculty.

Retirements and growth are causing the hiring of hundreds of new faculty each year, noted Los Rios chancellor, Brice Harris. "This is the first CSU-designed program to provide future and current faculty with quality teaching tools and skills."

"While there are other professional programs in development in California that focus on community college teaching, this is the first that is both comprehensive and truly collaborative," said SCUS president, Don Gerth.

The certificate program consists of five graduate level courses that cover

- the community college as an institution,
- the community college student,
- curriculum, instruction and testing
- effective teaching strategies, and
- a practicum in local area community college classrooms.

All courses are offered in the evening and on weekends to accommodate people already working or completing their graduate studies.

Pace-Certified Lab First in Nation

As the result of a two-year project, the Electronics Department at **Mt. San Antonio College** boasts a new surface mount soldering lab that is the only Pace certified high-tech soldering training facility at a community college in the country.

The new $100,000 lab opened spring semester and affords 10 student work stations equipped with the latest high-tech soldering instruments, microscopes, monitors, an instructor's station, and fume extraction. Lab classes teach students to solder near microscopic components onto printed circuit boards. This state-of-the-art soldering technology is required by the need for precision in surface mount soldering in today's complex circuitry, said Chip Lusby, electronics department chair at the college.

Students in the electronics program can earn certificates and degrees in electronics technology and servicing and soon will be able to earn Pace certification, a definite "leg up" in the competition for jobs.

Sky-high Housing Prices Begin to Concern College Leaders

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Mortgage Assistance

In an effort to attract and retain teachers in Silicon Valley, Santa Clara-based chip maker Intel Corp has established a $1.25 million fund to provide mortgage assistance for teachers in the Santa Clara Unified School District. The district will use the fund to pay $500 a month toward an eligible teacher's mortgage payment for up to five years.

In return, the district becomes an equity investor in the home. At the end of five years or when the teacher leaves the district, whichever comes sooner, the homeowner repays the district, which also shares in any appreciation for (or depreciation) of the value of the home.

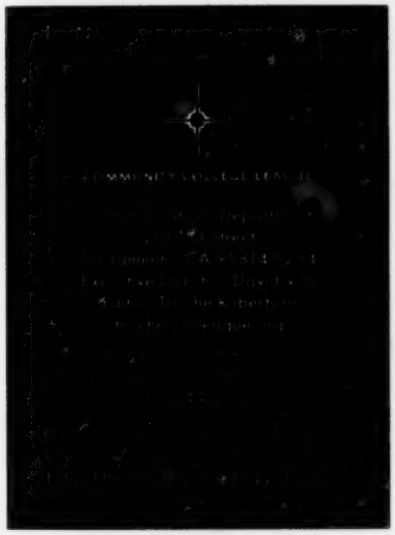
CCD in the heart of the Silicon Valley, believes the housing crisis may very well reach a point that districts will need to partner with local agencies to provide affordable housing for faculty or seek a state-sponsored adjustment on the salary scale for employees living in high-cost districts. She sits on the housing leadership council of the Silicon Valley Manufacturing Group, an organization that is investigating solutions to the housing crisis facing almost all communities in the region.

(The Intel Corporation announced in June it will provide $125 million to subsidize housing costs for teachers in the Santa Clara unified district.)

Salter, who is new to her job, says she can't afford to buy a home in the district. Instead, she commutes from San Mateo County. "Many of our senior level staff live in apartments. Every employee group we have has had to lower its housing expectations."

Says San Mateo Chancellor Joe Johnson, "It's a sad commentary when our new employees can't afford to live in the community." He arrived three years ago from Oregon and "found it difficult to find housing. My problem was I didn't have a large down payment and to get a good loan you need 20 percent. On an $800,000 home that's a lot of money, even for a chancellor."

This article was written by Ray Giles, the League's director of special servicess. He is co-author of a new book, Insider's Guide to Community College Administration *(Community College Press).*



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